

Documents show growing use of 'child martyrs' against Iraqis in Gulf fighting

Iran empties classrooms to bolster war effort

by Hilary Wilce

Iran's use of boy soldiers, some as young as 10 or 11, to clear minefields and face Iraqi artillery in the Gulf war, is increasing, according to reports now reaching London.

The reports say that in some cases secondary school classes are being decimated, and that a variety of educational "carrots" are being offered to pupil volunteers. These include remedial classes and more chances to retake examinations.

The reports are collated by the anti-Khomeini Supporters of the Mojahedin organization, but are in line with evidence from Western reporters.

Mr Mohammad Kazem, a spokesman for the organization, said: "The recruitment of schoolchildren is quite definitely intensifying now. When the war started there was a strong nationalistic fervour, but this is dying down. The regime is finding it harder to recruit adults, and schools are an easy target. They are controlled and monitored by the authorities."

Recent figures from the Isfahan region of central Iran show the scale of pupil slaughter. They include 84 deaths from Sa'eb High School, 40 from Seremi high school, and 12 from Tariq-Al-Qods School.

Even a year ago, the figures were horrific. According to the head of Isfahan city's education department, 1,457 pupils and 138 teachers from the

area had been killed in the war. A further 1,020 pupils and 67 teachers had been injured.

In this district education authorities are alleged to be offering pupils who volunteer for the front line four chances to take their end-of-year exams. Those who volunteer for back-up positions get only two chances.

A similar proclamation, issued this winter by the head of the education department of Zanjan, in western Iran, offers two and a half months of remedial classes for pupils returning from the front.

In Isfahan parents are given a form to sign, releasing their boys to serve for 23 days at the front. They can choose to let them give "fighting support" or opt for other duties such as medical help.

But a decree issued by Ayatollah Khomeini last year said: "As long as there is a need for more soldiers at the war fronts, it is compulsory for every individual to go there and this is not conditional to the parents' consent."

It is impossible to establish how freely children volunteer to fight. Schools have rousing propaganda talks, and some parents are keen for their sons to court martyrdom.

A desolate picture of a near-empty classroom at Dr Shariati High School, Karaj, 25 miles from Tehran, has been published in an Iranian daily paper. *Ettela'at* with the headline, "From this barrack of love and affection 45 God-seekers wore the robe of martyrdom". Similar pictures of empty desks in two Tehran high schools were also published. The schools were said to have lost 36 and 40 pupils respectively.

The Iranian authorities insist that all youngsters are volunteers, but stories told by some young prisoners of war in Iraq speak of near-compulsion. Ali-Reza, aged 12, held in Ramadi military camp, outside Baghdad, told Western reporters recently how he and his classmates were taken directly from their school in the Shooshtar region of Iran, and that same night told to walk out into the desert to clear a minefield on the front.

Education classes have now been started in at least one prisoner-of-war camp in Iraq.



An Iranian boy soldier: some are as young as 10.

Cuts bring CEOs 'close to collapse'

by Nick Wood

Many education officers in shire counties are close to physical and mental collapse under the strain of continually having to rein in spending on schools.

This is the bleak message to emerge from an independent firm of management consultants who have investigated the workings of 10 county councils. Systems for the planning, monitoring and control of local authority services are also breaking down, the firm says.

Dr David Patterson, public services consultant for Hay-MSL, said that education officers were beset by the conflicting pressures of councillors pressing for spending cuts and schools demanding more money. The scope of their responsibilities and the passions generated over cutbacks put them under "more strain than other local government officers."

Managing "contraction was much harder than managing growth," he said. "I've come across people on the verge of breakdowns," Mr Patterson added. "Individuals are feeling strained. They are struggling from crisis to crisis."

Oxfordshire is the latest council to come under Hay's microscope. A £20,000 report speaks of tensions between the education department and other services. Senior managers accuse their counterparts in education of failing to accept their fair share of cutbacks.



Taking a breather after ten seconds of CS gas, the RAF officer training college at Cranwell is currently experiencing a shortage of high fliers (see page 24). As well as undergoing leadership training, the cadets all have to accept the use of nuclear weapons. They are taught to counter the arguments of CND as well as being taught the manners and morals expected of an officer.

C of E school handover plan

by Bert Lodge

Church of England schools could be handed over to Muslims or Sikhs for a limited period if the majority of their pupils are from the Indian sub-continent, the Church's leading educationalist has suggested.

In a major discussion document published today, Canon Robert Waddington, general secretary of the Church's board of education, also suggests that some Anglican governors should give up their seats to representatives of other faiths if their school has a sizeable proportion of ethnic minority pupils.

But he cautions against the idea that Muslim and Sikh communities should have their own schools, arguing that this would isolate the children from their white neighbours.

His other major proposals are that the daily assembly should be replaced by fewer but more rewarding acts of worship; that powers currently enjoyed by church school governors should be extended to all schools; and that funds hitherto reserved for the upkeep of church school buildings should be made more widely available.

The 70,000-word document, described this week by the Rt Rev

Graham Leonard, Bishop of London and chairman of the board, as a "Green Paper," is being published within a few weeks of Canon Waddington leaving Church House to be Dean of Manchester.

Given that one aim of Anglican schools has always been "service to the nation," the opportunity is now before them to reconcile man with man by making them multi-faith communities, it is argued. More pragmatically, before any decisions are made about the setting-up of voluntary aided schools for minority faiths, their leaders need experience of school organization and management.

In some northern cities as many as 80 per cent or 90 per cent of pupils on church school rolls are of non-Christian faiths.

Some reserved powers would, however, be left to the trustees so that these "lend-lease" schools could not be closed or changed in status.

Another alternative is lend-lease governorships with Muslims and Sikhs occupying on a temporary basis some of the places reserved for C of E governors.

Canon Waddington, who once

taught in the Australian outback, points out that while logic and natural justice suggest other faiths should be allowed to set up their own voluntary aided schools the price paid for this might be isolation.

"Would that one were confident enough about the growth of racial harmony in Britain to suppose that white families in the area round the school might choose to send their children there. Some of them would move right out of the district. Would the school attract enough staff of the particular faith on which is based? If it could not, would it find sufficient staff willing to work in the school?"

● In 1981 a total of 5,416 schools in England were classified Church of England. Of these 2,213 were aided (two thirds of the governors nominated by the Church) and 3,203 controlled (two thirds of governors nominated by the local authority).

A future in partnership. A Green Paper for discussion. The National Society for Promoting Religious Education, Church House, Deans Yard, London, SW, £2.50 (to members, £1.50).

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A reprieve for the ILEA?

By the time this appears, the fortunes of the Inner London Education Authority may have taken yet another turn. Circumstantial reports earlier this week suggested that the Department of Education and Science had successfully persuaded ministers to think again about the plan to replace the ILEA with a joint board from the inner London boroughs, and that the Department of the Environment had withdrawn its objection of principle to an *ad hoc*, directly elected ILEA.

It may well be that at yesterday's Cabinet meeting, this became government policy. Alternatively, it may be that the present uncertainties are to be drawn out still further. What is certain is that the joint board scheme was half-baked and unsatisfactory and the DES was right to confront the Secretary of State, Sir Keith Joseph, and his colleagues with the reality of what they proposed to do. Sir Keith was the more receptive for the simple reason that the Government's White Paper and the consultation paper on the future of London education had generated a formidable weight of criticism from all points of the political compass. Not for the first time, the Secretary of State was prepared to bite the bullet, and to try to persuade his colleagues to do likewise.

The *ad hoc*, directly elected, education authority for London—a twentieth century reincarnation of the London School Board but with all the powers of a post-1944 I.E.A.—is the solution put forward with single-minded determination by Professor David Smith and the ILEA Conservative opposition. *Ad hoc* authorities have some obvious theoretical disadvantages: most notably, they involve the creation

of a *genus* of elected representative who is concerned with only a single service and who reaches decisions about how much rate and taxpayers' money to spend without having to consider the demands of other services alongside his own.

But powerful as this theoretical argument may be, it is now clear that none of the solutions on offer for inner London is free from difficulty, and the pragmatic objections to the joint board are overwhelming: whatever may be said about the arrangements for other services, it seems plain that a joint board would be an inefficient way of setting about education in London. In particular, there were real doubts about the quality of the elected representatives likely to be forthcoming via the boroughs, having regard to the demands which the joint board would make on the time of members.

As to the financial point, the defence of the directly elected, single purpose authority is that it would work under the full glare of publicity. Electors will know what they are paying because they will get an education rate bill, and they will know exactly who their education board member is, to praise or to blame. The ILEA is *not* *generis* now and will continue to be unique if it is reconstituted along the lines which Professor Smith has been advocating. If the Government does agree to this change for London education, it does not mean it will accept *ad hoc* bodies for other services or other places.

This episode, if it does nothing else, rubs in the disadvantage of the present Government's brash style of "decide first, consult later". Its present local

government embarrassments have a lot to do with the way decisions have been taken and commitments entered into. Nothing which is now being put forward as a reason for rejecting the joint board is new: all these arguments could have been properly canvassed before the Government issued its precipitate decision.

An elected ILEA might breathe new democratic life into London education. Much of the discussion of alternatives to the ILEA has been bedevilled by a contemptible, and quite open, assumption that the Government would not neglect the opportunity, now presented, for settling scores by gerrymandering and political skulduggery. There may still be more of this to come as the major parties assess the virtues of the various possible ways of drawing constituency boundaries by the sole criterion of their own prospects of electoral success. Fortunately they get these things wrong often enough to allow democracy a glimmer of a chance.

If an elected ILEA is the final outcome, it will be interesting to see how the present ILEA leaders respond to the news. While there is still a fight to be put up for the Greater London Council, Labour will be reluctant to give too warm a welcome for the Government's second thoughts about the ILEA. But, having made common cause with the London Conservatives and supported the idea of direct elections, there can be no respectable argument for Labour now to attack the idea. As for Professor Smith, he is naturally pretty pleased with himself—always supposing, that is, that the Government does go ahead and prove the current rumours right.

COMMENT

Mergers: no easy answers

The sad story of the current troubles at south London's Stockwell Park comprehensive (page 8) needs to be read as a case study of an inner city amalgamation rather than simply as evidence of uncontrolled delinquency.

All the polemic about taking school places out of use as rolls fall, in the interests of economy and the curriculum, have been well rehearsed for many years now—and so have the often emotional arguments against amalgamations and closures. But these tend to revolve around issues like parental choice, single-sex provision, travelling distances and reputation, rather than the long-drawn out and bumpy processes of reorganization itself: experience is tending to show that this period of upheaval is the most significant price that has to be paid for rationalization.

It is only now that experience of amalgamations is building up, in fact, that it is really becoming clear to all those concerned just how long this period can last. In some parts of the country it may be easier than others, and it obviously helps if both partners to a shotgun marriage are willing. But with the best will in the world there are bound to be prolonged traumas for teachers forced to compete for their own jobs, and for children who are uprooted from familiar surroundings, at the same time as they lose their accustomed mentors.

The effect on the children becomes more drastic in an inner city setting, where many have unsettled home backgrounds, and those who start off disadvantaged or disturbed only too rapidly become disruptive when school has become unsettled too.

In these circumstances, to talk of generous pupil-teacher ratios becomes almost irrelevant. Where children have become highly dependent on the pastoral care of particular teachers, to lose them can seem almost like the loss of a parent. They need continuity as well as small group care, and that has complicated implications



Stockwell Park: an object lesson in the dangers of hasty amalgamations.

for timetabling. Without it, they will almost inevitably play up. If they are also abruptly moved from single sex schools to mixed classes, the showing-off factor has to be added. And if they are in a neighbourhood with anything like the problems of Brixton (as is Stockwell), outside intruders can be counted on to add their quota of aggravation.

All these factors seem to have been present at Stockwell Park, which was forced to embark on its amalgamation in the worst possible circumstances, in such haste that there was no time at all left between the appointment of head and teachers and the start of the new school year to work out a new joint curriculum or hold proper consultations on the staff structure.

As if to make the worst of the difficulties that arose—as they have arisen elsewhere in ILEA and other inner city amalgamations—the school is now threatened with a slashing cut in (the admittedly generous) numbers of staff. It is not surprising that morale should be further affected.

Amalgamations are inevitable in the present circumstances, and they are taking place in most areas, with more, or less difficulty. The conclusion can

only be that it is necessary to devote a lot more thought to the processes of each exercise in merging two or more schools and to allow plenty of time—and resources—for the new amalgamated institution for the settling down period. Savings will come later.

Science on a shoestring

Tameside's attempt to boost primary science by sending a team of support teachers into schools for half a day a week (page 10) is an attractive one. At best it can get both teachers and children going, in an area where the teachers often lack knowledge and confidence.

But interesting as it is, Tameside's emphasis on "effecting change on a shoestring budget" does seem to limit the value of the scheme. It has a lot of mileage with teachers who already show some enthusiasm about science. But much more time and follow-up seems to be needed if teachers without any background or training in science are to teach it, even to younger children.

Bedfordshire's experience with its well-equipped technology buses seems to show that a longer term approach, with more investment, can achieve quite spectacular results. The whole idea of getting advisers regularly into schools, working with children, is clearly a very productive method of both curriculum development and in-service training.

Primary science and technology does not need very elaborate equipment—many schools have shown how far children can go with the proverbial rubber bands and paper cups. But it will take more than advice and support on a shoestring budget to give sizeable numbers of teachers the knowledge and confidence to teach it productively, and this is really what is needed.

The Tameside approach is a good model for authorities who want a lot of schools to get going quickly, but it has very obvious limitations. The next stage is to provide equally good support schemes for longer term development.

Hazy long-term view

The Government's Green Paper on long-term public expenditure is a bit less frightening than the paper leaked from the Treasury-Think Tank exercise 18 months ago. That included a no-growth scenario and envisaged big cuts in the Welfare State. This version assumes growth of the order of 2 per cent, and this is used to show that in such circumstances, the scope for tax-cutting would be very small if public spending remained at its present level, but discreetly avoids discussing the policies needed to bring about a sharp reduction in Government spending.

As it stands, however, it clearly points to a real cut in education spending. As the first of the only two paragraphs on education's prospects makes clear, there will be fewer pupils and students in schools and in higher education.

But the second paragraph suggests that Sir Keith may have softened even flinty Treasury hearts with his drive to raise standards: "In addition to inescapable economies of scale as pupil and student numbers fall", it says, "there is a case for a better, as well as a smaller, teaching force and better in-service training."

It also adds (Mrs Thatcher remembering her past) that "there will be pressure for a further increase in the participation rate of under-fives, though it is currently at a record level of 40 per cent."

Finally, it suggests that technological advance in industry should result in more demand for expensive science and technology courses—although "there may be scope for involving employers and employees in the financing of some such courses". Now what on earth does that mean?

...no comment

"Encyclopaedia Britannica was planned by educationalists, yet is anything but dull and dry".
From an Encyclopaedia Britannica International Ltd advertisement.

Second opinion New horror for old in the video age

Is this really the sort of material which should be thrust upon our children? "She deserves to be put stark naked into a barrel lined with sharp nails which should be dragged by two white horses up and down the street until she is dead." Or this: "After some moments she began to perceive that the floor was all covered over with dead blood on which lay the bodies of several dead women ranged against the walls". Or this (which should give the game away): "The giant, passing by and seeing Jack, carried him up in a large room, the floor of which was covered with the bodies, skulls, and bones of men and women".

Not, of course, extracts from a local video dealer's catalogue but from "The Goose Girl", "Blue Beard" and "Jack The Giant Killer" in the famous versions, edited by Andrew Lang and collected in the much loved *Blue Fairy Book*, first published by Longmans in 1889 and still available today. Successive generations of dotting middle-class parents have been luring children to bed with promises of other chapters for nearly 100 years. For sheer blood-curdling viciousness these stories are hard to equal: slivings of flesh and poking out of eyes and boggings all are everyday occurrences.

Children, it seems, are fascinated by horror and man's inhumanity to man. They appear to have a capacity for the gruesome far beyond that of the parents into which they themselves eventually grow. Moreover, printed nastiness, relying on the imagination of the listener, is arguably far more powerful than any literal enactment on a video screen which leaves nothing to the imagination and (as Cedric Cullingford of Oxford Polytechnic has found in his research) fools nobody, not even young children, as to its reality.

If children really are watching "video nasties" as keenly as suggested in Dr Clifford Hill's report *Video Violence And Children* (Parliamentary Video Group Enquiry, £5), which claims that 45 per cent of those aged 7 to 16 have seen one, then perhaps the purpose is similar to that fulfilled previously by Lang and Grimm. Doubtless, access to video recorders is more common at the lower end of the socio-economic spectrum than is the habit of parents reading aloud to their children.

Maybe that is the real anxiety: the 1984 version of the worry expressed at the Lady Chatterley trial: "Would you allow your servants to read this book?"

Despite Dr Hill's protestations about the widely questioned accuracy of his figures ("All the data has [sic] been extensively analysed by a highly competent academic working party. All of us put our academic reputations behind the report.") there is surely still great room for doubt.

The report is littered with phrases such as "It is clear that over 45 per cent of all children in our sample have seen at least one video on the DPP's list" yet that is not what is clear. All that is clear is that this is what the children *boast*, but that is a different kettle of fish altogether. Anyone who has dealt with classes of 11-year-olds will be able to predict the response when they are asked if they have seen video nasties: "Yeah, course, always watching them. I think they're smashing, specially the bloody bits". What we have here is a report about the willingness of school children to play up to the worst expectations of adult questioners.

Christopher Dunkley

Christopher Dunkley is the television critic of the Financial Times.

Star teachers to be selected for promotion groups

by Nick Wood

Croydon is planning to spotlight its star young teachers and give them extra training in preparation for taking on management posts in schools.

The controversial proposal is part of an appraisal scheme for teachers that the authority has put forward. A paper from its inspectors recommends that the senior staff in schools regularly evaluate the work of their juniors under three headings—teaching performance, personal development and school involvement.

"Teachers who are considered to be promotion material will become part of a 'promotion group' and will participate in systematic training," it suggests. "While retaining an element of flexibility to encourage the entry of new talent, it is expected that internal candidates for senior posts will be drawn from this group."

Mr Donald Naismith, the director of education, said the authority would be seeking an agreement on its proposals with the teacher unions. It wants to begin with a pilot scheme in six schools.

Its main aim was to make every teacher perform better, not to weed out teachers who were doing badly, or reward those doing well, he said.

Mr Chris Lippett, acting secretary of the local branch of the National Union of Teachers, said that the union backed self-appraisal by schools but not the kind of approach suggested by the authority.

The appraisal scheme for teachers is one of a package of tough measures outlined in the authority's curriculum policy statement which was approved by the council last week.

Despite fierce opposition from the NUT, plans to bring in standardized tests in English and maths for all pupils at the ages of 8, 11 and 14 and to release the results to parents went through.

The test results will be added to data from internal and external exams and course work to build up a picture of

pupil performance. Mr Naismith said. The authority has produced a separate discussion paper on this proposal and plans to publish two other documents containing recommendations covering the performance of schools and the education service as a whole.

The final policy statement on the curriculum, which is binding on all county schools in Croydon and will be sent to the Department of Education at the end of the month, sticks to the uncompromising line adopted in the original draft document. It laid the ground for consultations with teachers and parents last year and formed the basis for a conference in December addressed by Sir Keith Joseph, the Education Secretary.

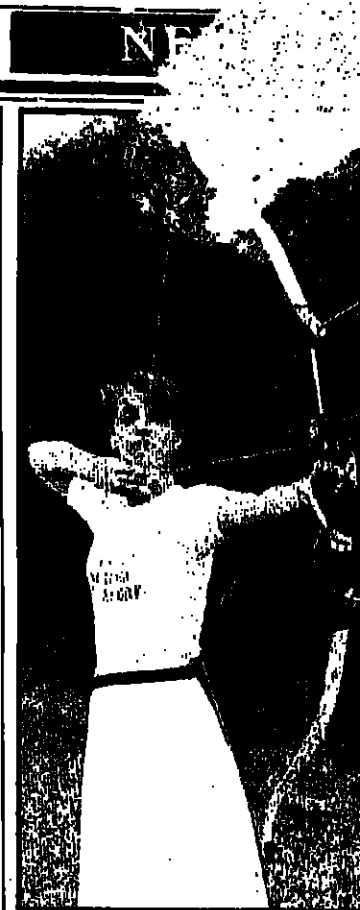
It instructs all schools to publish their curricula and syllabuses, spells out the content and approach that must govern the teaching of the main secondary school subjects and lays down the level of attainment expected of most children at primary school.

It outlines mixed ability teaching in secondary schools and says that every pupil must take English and maths courses leading to some form of examination.

It also sets out a core of subjects for secondary schools—English, maths, the arts, the humanities, religious education, modern languages and science and technology—and says that "all pupils will... throughout their time at secondary school follow a curriculum drawn from these subjects."

The section on assessment and evaluation which earlier caused uproar after Mr Naismith said pupils' test scores in numeracy and literacy would be used to weed out bad teachers, has now been amended.

According to the policy statement, their prime purpose is the identification of children in need of "corrective action" by schools, but they will also contribute to the authority's assessment of the performance of individual schools.



Sara shoots to the top

On target: Sara Boaler, aged 15, a pupil at Camborne School in Cornwall, who has just been named top-ranking junior archer by the Grand National Archery Society.

Sara, who first twanged the bow-strings when she was seven, is no mean hand with the knot and fletchings. Since taking up competitive archery at the age of 11, she has broken 12 national records, some of them out of her age and class. She has been junior national champion five years running and has been selected to represent Devon and Cornwall, frequently shooting against adults.

She is coached by her father, Maurice Boaler, who runs Thursday afternoon and weekend sessions for a group of 15 pupils at the school. "Sara's not bad at all," he said. "The only problem now is that it's getting pretty expensive. Last year she travelled 6,000 miles to shoot in competitions all over the country, but it was worth it."

NAB review runs into opposition

by Patricia Santinelli and Karen Gold

The teacher education review which the National Advisory Body for local authority higher education decided to carry out this summer has run into serious opposition.

Members of the two NAB policy groups involved in the review—the teacher education group and the chairman's study group—have both told Mr Christopher Ball, the board chairman, that the review cannot be carried out properly in the set time.

At a heated meeting, Mr Ball told members that if they were not prepared to carry out NAB committee instructions on time, "they shouldn't serve on the subject group."

At its spring council meeting this week, the Council for National Academic Awards decided it could not provide "factual information" on teachers education course both set by the NAB. What was wanted were details of courses and their interdependence with non-teacher education courses in the same institution, and later, advice on course quality.

The council did not refuse to provide quality advice, according to Dr Edwin Kerr, the CNAA chief officer, but more work needed to be done on defining quality. —TES

ILEA: direct election plan goes to Cabinet

Inner London residents may next year become the only voters in Britain to elect representatives to a local authority which deals exclusively with education. *Biddy Passmore writes.*

As *The TES* went to press, a Cabinet vote on the plan for a directly-elected Inner London Education Authority was considered imminent. If the Cabinet gives the go-ahead, the first elections will take place next May and a Bill making the necessary legal changes should be published within a fortnight.

Sir Keith Joseph, the Education Secretary, was thought likely to win his colleagues' agreement to the proposal, especially since both Mrs Thatcher and Mr Patrick Jenkin, the Environment Secretary, are said to have been convinced it is the Government's best way out of a tight corner.

The plan, hastily drawn up in consultation with environment ministers in the past few weeks, is a response to the Conservative backbench pressure to the government's public hostility to the overblown original plan to set up a joint board of inner London borough nominees when the Greater London Council is abolished next year.

It is believed that, of some 2,000 public responses on the issue of educational arrangements in inner London, only three favoured the joint board proposal. Ten out of the 12 inner London boroughs were vehemently opposed. Opposition centred on the proposed board's lack of accountability

and the poor quality of borough councillors likely to come forward.

Criticism has also been fierce among Conservative backbenchers, with all but one inner London Tory preferring direct elections. Outer London MPs, on the other hand, tend to favour devolving education powers to the individual boroughs.

Ministers met Conservative MPs who favoured devolution to the boroughs two weeks ago and put the alternative of direct elections to them. They are said to have accepted it—and the plan allows for a review of arrangements in five years which might enable a borough to secede at that stage.

The idea of a directly-elected authority, which has always been championed by Professor David Smith, leader of the ILEA Tories, gained ground within the Department of Education last summer and was suggested to the Prime Minister by Sir Keith last September. But she turned it down, fearing that a directly-elected body might be more left-wing than the present authority, without the restraining influence of the boroughs to keep its spending in check.

But the present plan, which envisions two members for each inner London parliamentary constituency (giving a total of 58), would probably produce a larger Conservative minority than the present arrangements and might even give the Tories control some years.

Employers repeat 3% salary offer

by Richard Garner

The teachers' pay talks resumed on Wednesday with the employers insisting that any increase on their 3 per cent offer would place local authorities in severe financial difficulties.

The only "carrot" they could offer teachers was the hope of a salary restructuring deal next year. Mr Douglas McAvoy, acting general secretary of the National Union of Teachers and leader of the teachers' side in the negotiations, attacked the 3 per cent offer as "inadequate" and repeated the union's demand for a "substantial rise".

"We want some indication from the local authorities as to what they consider is a proper professional salary level if they say the days of Houghton are gone," he added. Teachers received hefty pay increases following the 1974 Houghton inquiry.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters' / Union of Women Teachers, said his union had received several letters from members asking them to take action over the pay claim. However, he added that the union's executive had to judge whether this year was "the right year" for action. The pay negotiations in the Burnham committee, which negotiates teachers pay, were still continuing, as *The TES* went to press.

College lecturers' leaders are meeting local authority representatives to

day to press for a pay increase which will restore their living standards.

In addition, the National Association of Teachers in Further and Higher Education, the main college lecturers' union, will ask for one important change in the salary structure—automatic transfer from lecturer grade 1 to lecturer grade 2.

The union's recent special pay conference instructed the negotiators to consult the membership on this issue if no progress is made—before pursuing other parts of the claim. Approximately 13,500 lecturers are said to be stuck on the top of grade 1.

Meanwhile, the Association of Polytechnic Teachers, which is also represented on the Burnham further education committee, announced this week that it was staking a claim for parity of salaries between college lecturers and universities and adopting as its slogan "equal pay for equal work".

It said that its claim would put about 12 per cent on the salary bill and acknowledged that the increase might have to be spread over two years because of the public spending squeeze. However, the claim will not be adopted by the teachers' panel—which is controlled by NATFHE and refuses to discuss pay with APT.

The National and Local Government Officers' Association, which represents 500,000 town hall staff, is claiming a 7 per cent increase this year.

THE Schooldays

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1 This German village has performed the famous Passion Play since 1834. What is its name?



2 Famous Italian name. Can you link them to a particular town?



3 Where would one expect to find this famous Astronomical clock?



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PLATFORM



Tim Brighouse (left) argues that two recent decisions by the Education Secretary have removed the need for a new age-related examination

16-plus: a change for the worse

Very shortly the Secretary of State for Education and Science is to announce whether there will be a common 16-plus examination system. It is clearly not an easy decision. The Schools Examination Council in their celebrated and much publicized letter of December 1983 rehearsed a series of well-argued reasons for not deciding on one examination but concluded by coming down firmly in favour of such an examination. It was reminiscent of the Baloe Report's reluctance to have more examinations and the decision to introduce the Certificate of Secondary Education. Certainly there would seem to be an inexorable inevitability about the outcome were it not for the present Secretary of State having demonstrated so clearly a habit of *ad initia* thinking and of being his own man.

It is on that characteristic that those of us who would resist this change plan our hopes. Certainly it has been interesting to see the Schools Examination Council's letter on examinations had it been written after the Sheffield speech – a speech also welcomed by the Chairman of the Schools Examination Council. The thrust and intent of the passages in the Secretary of State's Sheffield speech relating to examinations and assessment – especially if taken with his draft discussion paper of November on

records of achievement – is inconsistent with a decision to introduce a common exam system at 16-plus which will have its roots firmly bedded in a degree of norm referencing which is bound to result in comparative failure for the majority of pupils.

The Secretary of State has already taken the two decisions that matter on 16-plus. First, he has by encouragement, persuasion and bluff so arranged the GCE and CSE boards that they are now locked in such a complicated pavan in five groupings that mergers and amalgamations are only a matter of time. Much economy and an end to the confusing proliferation of poor syllabuses should result. Secondly, he has unlocked the CSE from being taken at the end of the fifth year of secondary schooling.

True he took the decision for reasons connected with leaving dates, employment and benefits. Arguably, it was the most important decision of all because it unlocked an inhibition of the secondary schooling system, namely the link of examinations to age.

These two decisions have opened a new vista. The first offers a simpler system with half a dozen rather than more than 20 examination boards and the second is a Copernican view of the world has replaced that of Ptolemy's. Hitherto the taking of examinations at



Sir Keith's earlier decision about the relaxation of the rule that CSE examinations be taken at 16-plus has changed all that but nobody seems to have noticed. Moreover, the recent emphasis on the desirability of shifting the balance towards criterion referencing rather than norm referencing is supported by such a change.

Why not leave things as they are? Schools are picking up the message and experimenting with the development of modular courses. And it isn't only the Oxford GCE Board through its Oxford Certificate of Educational Achievement (OCEA) that is now – not before time – looking at the ways of assessing the full range of talent, and of finding means for students to demonstrate their attitudes and show their acquisition of relevant information and skills. Such work is going on in other parts of the country and must continue.

It is just possible that the work on graded assessments will eventually meet the work being undertaken by the examination groups on the reformed 16-plus. But it will only do so if their work is not linked to the belief that they are devising an examination for an age group rather than for developmental stages with clearer definitions of the combinations of skills and information that used to be assessed.

The outcome could be schools where the age-old tension of mixed ability and streaming is one of the past. Rather could many courses be "interest-led" without reference to age: the Educational Achievement Certificate could be a combination of success, carefully constructed with real pace and rigour by the student and teacher with due help from the parent or guardian. It could turn the organizational constraints of secondary schooling on their head to the advantage of the teacher and the taught.

Teachers in our schools have commitment, talent and energy; they are faced with the very difficult task of educating the young with the certainty of postponed adulthood so far as employment is concerned and hemmed around by the uncertainties of a rapidly changing world. Of course it must lead inevitably to streaming or setting, to imitative forms of assessment earlier in the school, to the espousal of some skills at the expense of others, of some attitudes at the cost of others. So most children launch into their secondary schools with the clear idea of where they stand in the value system for which their school itself stands. "Is it the 11 or 12-year-old may ask, 'the mountain of GCE grade A that I shall aspire to at O level, or must I be content with the molehill of CSE grade 5?'"

This is unfortunate when we know children's development takes place at different speeds according to the combination of the environment and the individual. In short not only does it demotivate youngsters, it also militates against pace and rigour in what they do. Those who are bright must wait and those who are slow must take their exams too early.

Tim Brighouse is chief education officer for Oxfordshire.

Sir Keith's diagnosis is correct: it is only by detaching assessment from age that there is any hope for real progress.

will need to put aside temporarily some of the other less serious things in life. Some of you – and these pupils bedeck our honours board – will see the exams as a staging post to A levels and to university degrees. Others – thankfully a small minority – will not have the ability or the inclination to benefit from what we have

at the end of the fifth year has been a powerful and malign influence on secondary schools. At speech days up and down the country you would have heard headteachers declare in terms not dissimilar to the following: "For those of you entering the fourth form an important period of your life is ahead. The examinations you take in two years' time will determine your life's chances. Work is now all important, you

to offer. You will leave our school having gained very little at the end of the fifth year but in the meantime you will obey our rules and not set a bad example to the others."

The making of the timetable starts with considerations of the fourth year or the sixth-form and works down the school. Of course it must lead inevitably to streaming or setting, to imitative forms of assessment earlier in the school, to the espousal of some skills at the expense of others, of some attitudes at the cost of others. So most children launch into their secondary schools with the clear idea of where they stand in the value system for which their school itself stands. "Is it the 11 or 12-year-old may ask, 'the mountain of GCE grade A that I shall aspire to at O level, or must I be content with the molehill of CSE grade 5?'"

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NEWS

SHA decision upsets rival association

Unions clash over recruitment of deputies

by Richard Garner

The rivalry between teacher organizations over the decision by a head-teachers' union to open its ranks to deputies is likely to break out into the open at a conference this Easter.

Delegates to the Assistant Masters and Mistresses Association, which last autumn strongly opposed the move of the Secondary Heads Association, will be urged at their Easter conference to set up a special committee to deal with matters of specific concern to deputy heads.

A motion to that effect has been tabled by the Birmingham branch of AMMA and – in addition – the union's executive has tabled a motion declaring its strong belief in "the value of the united work of deputy heads and all other assistant teachers within one association".

SHA's decision to admit deputies to its ranks became effective from January 1 this year.

Meanwhile, delegates to AMMA's conference at Bournemouth in the

week before Easter will also be urged to express their concern over the ease with which young people have access to "written and verbal material which will have a disturbing effect upon them".

The union's executive is being urged by the association's Essex branch to support any reasonable measures designed to limit the availability of such material.

Other motions tabled include one voicing concern over the growing practice of opening up confidential reports for inspection claiming that the move "renders such reports less valuable".

In addition, there are motions opposing the government's rate-capping legislation and the plan to replace the Inner London Education Authority with a joint board made up of non-elected local borough representatives. A call is made, too, to increase the payments available for teachers who undertake the marking of examination papers.



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NEWS

Renewed call to scrap exams

by Nick Wood

Existing O level and CSE exams should be scrapped completely and replaced with a combination of profiles and graded tests, according to a new discussion paper from the University of London Institute of Education.

Dr Peter Mortimore, director of research and statistics at the Inner London Education Authority, and Mrs Jo Mortimore, his wife, previously a researcher at the institute, argue that the present system "cannot be in the best interests of society".

Its disadvantages, a tendency to pass a predetermined proportion of candidates every year, a lack of reliability and an emphasis on rote learning, outweigh its advantages as a bench-

mark of educational achievement and a means of motivating pupils, they say.

Nor would a single system of examining at 16-plus make good these weaknesses. The time has passed when such a move could be expected to enhance secondary school standards of education, the paper says.

"The educational benefits of graded assessments and of records of achievement... far outweigh those of the combined 16-plus", the Mortimores say.

They argue that a combination of graded tests and profiles would give employers and college tutors a fuller and more accurate picture of young

people's talents and interests than exams, a one-off exercise usually taken "on hot June afternoons at the height of the hay fever season".

The paper says that these new methods of assessment, now being developed in Oxford, London and Cambridge, may also make pupils and teachers work harder and with more success.

"The shorter-term objectives, regular feedback, opportunities for pupil participation and the chance for more pupils to succeed could enhance pupil and teacher motivation."

"A broader concept of ability – one which embraced a range of personal

skills and which permitted more diverse application of knowledge – could be rewarded."

In addition, new methods of assessment also would provide the opportunity for much of the curriculum development currently limited by the constraints of the examination system."

Secondary school examinations: "the helpful servants, not the dominating master". By Jo and Peter Mortimore. Bedford Way Papers No 18. Available from Tinga Tinga, Darby House, Bletchingley Road, Merstham, Redhill, Surrey. Price £2.45 including p&p.

Two-year degrees find few friends

by David Lister

Replies to the University Grants Committee's survey on the future of higher education have so far come out almost unanimously against the idea of two-year degrees.

The UGC will on Monday be meeting the public sector National Advisory Body on higher education – which is conducting a parallel exercise on the future of HE – to compare notes.

However, any hopes that Mr Christopher Ball, NAB chairman, had that universities and public sector HE might put forward joint advice to Sir Keith Joseph in July were effectively quashed this week.

Sir Peter Swinnerton Dyer, the UGC chairman, ruled out a joint response, adding caustically: "It may be possible to get agreement on policy, but not on the details of implementation. The college lecturers' union has told the UGC, *Bidly Passmore writes*.

In its contribution to the committee's "great debate" on the future of higher education, the union describes the main distinguishing features of public sector higher education as its accessibility, continuity with non-advanced courses and the range of vocational and professional qualifications it offers.

It also says that a single planning body would have to be representative, more like NAB than the UGC. Meanwhile NATFHE has told NAB that the volume and quality of art and design courses should not be cut in response to official pressures to switch resources to technological or "applied".

It says NAB is believed to be considering a radical reduction in such provision. The union believes the continuing strong international demand for British-trained artists and designers shows there are powerful economic and educational reasons for flourishing art and design provision.

The UGC intends to summarize the

RC head hits out at governors' powers

by Mike Durham

The head of a Mid-Glamorgan comprehensive who was dismissed for an alleged affair with a dinner lady claims he is the victim of a system which gives almost unchallenged powers to voluntary-aided school governors.

Mr Frank Murphy was suspended by the governors of Archbishop McGrath RC School in Tondy, near Bridgend, despite denying the allegations. And he was dismissed nearly two years later after his case had gone to the High Court, the Secretary of State for Wales and an industrial tribunal.

Mr Murphy claims the governors dismissed him despite strong support from the i.e.a., which twice blocked his sackings, and a High Court order instructing the school governors to gain i.e.a. approval for their decision.

Mr Murphy told *The TES*: "It seems that if governors in a voluntary aided school decide they want to get rid of an employee, perhaps under pressure from parents, they do not have to have the i.e.a.'s permission. They can just override the 1944 Education Act."

Mr Murphy, 48, was suspended after parents saw him visiting a dinner lady at her home in the early afternoon, after banking the school's dinner money.

A district education officer sent to keep watch on Mr Murphy saw him visit the women on five occasions. But Mr Murphy says the visits were innocent. "I usually worked through my lunch hours and I felt it was entitled to drop in for a cup of coffee and a chat, on my way back from the bank. I was never alone with the lady."

Mr Murphy puts down the scandal to "meddling parishioners", hostile members of the local church and the fact that he was still regarded as a "newcomer" to the area after nearly 20 years.

According to Mr Murphy, he was suspended without warning. At a subsequent meeting of the governors he was dismissed, but the i.e.a. overturned the decision. The governors gathered new evidence and the case went to the High Court.

The High Court ordered the governors to get the i.e.a.'s approval for the dismissal, claims Mr Murphy. But the governors then reprimanded Mr Murphy for the original "offence" and dismissed him on the new grounds that there was a loss of confidence in his abilities. The i.e.a. again blocked the dismissal.

Despite the High Court ruling, the governors appealed to the Secretary of State for Wales who refused to intervene on Mr Murphy's behalf, and later an industrial tribunal ruled against Mr Murphy.

The chairman of the governors, Father Richard Byron, said: "The industrial tribunal ruled against him. They agreed that we had lost confidence in him. As far as we are concerned the case is closed."



Mr Peter Coles, under secretary of education (at the Association of County Councils), has been appointed deputy county education officer of Kent.

Mr Coles (pictured) has spent nearly seven years at the ACC, where his work has included teachers' pay and conditions and the funding of the local education service.

Before that, he was an educational administrator with West Sussex County Council. At Kent, he succeeds Mr Brian Outley, who has been promoted to county education officer on the retirement of Mr Bill Petty.

Publisher in storm over 'Sambo' tales

The Bodley Head, a publisher which prides itself on multicultural children's books, is unrepentant about including Helen Bannerman's *Little Black Sambo* stories in its latest list.

The tales, "nursery classics... as designed for her family in the 1890s", have been condemned as racist, patronizing and perpetuating a stereotyped view of black people – an opinion with which the publisher disagrees. The Inner London Education Authority has asked headteachers to remove racist books from school shelves.

One Inner London headteacher, Mr Robert Brunning of Clapham Manor School, Clapham, described the stories as "a cliché" for racism across the teaching profession. "It's all basically back to the jungle and dancing around the mud huts", he said.

"We're trying to reinforce the positive image of black people. To have that kind of thing around is not very helpful", he said. "With publishing friends like this, who needs enemies?"

Mr Brunning was particularly alarmed at the Bodley Head's subversion of a special "large-sized edition with a model that can be cut out and dressed". "What fun", said Mr Brunning. "No doubt it will feature grass skirts."

A spokesman for the ILEA's multi-educational curriculum development team, Mr Jimmy Robertson, said the stories "most certainly" came high on the list of books frowned on by the library service. It was unpleasant and fostered a stereotype of a simple-minded, primitive black person.

But the Bodley Head says sales are steady and there are no plans to discontinue the books. "We do get complaints sometimes. But our feeling is that when they were written they weren't in any way derogatory. Helen Bannerman loved black people", said an assistant editor.

The firm took over the titles from Chatto and Windus when the two companies merged last year. Miss Margaret Clark, the Bodley Head's children's editorial director, said: "They were written with the best of motives and could not in any way be called racist. They have been favourites with children for generations. It would be wrong to suppress or censor them now."



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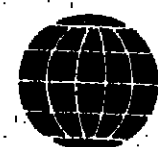
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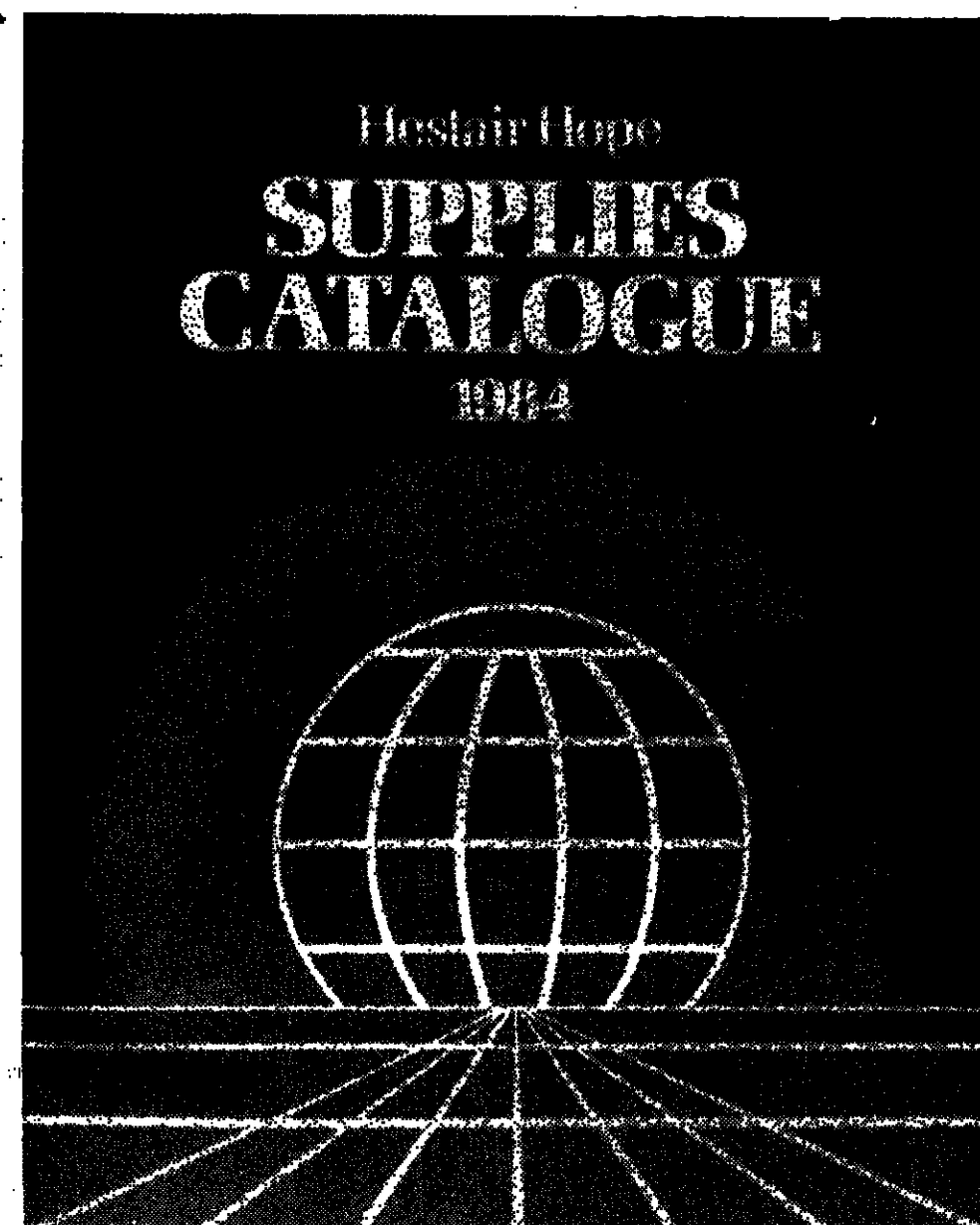
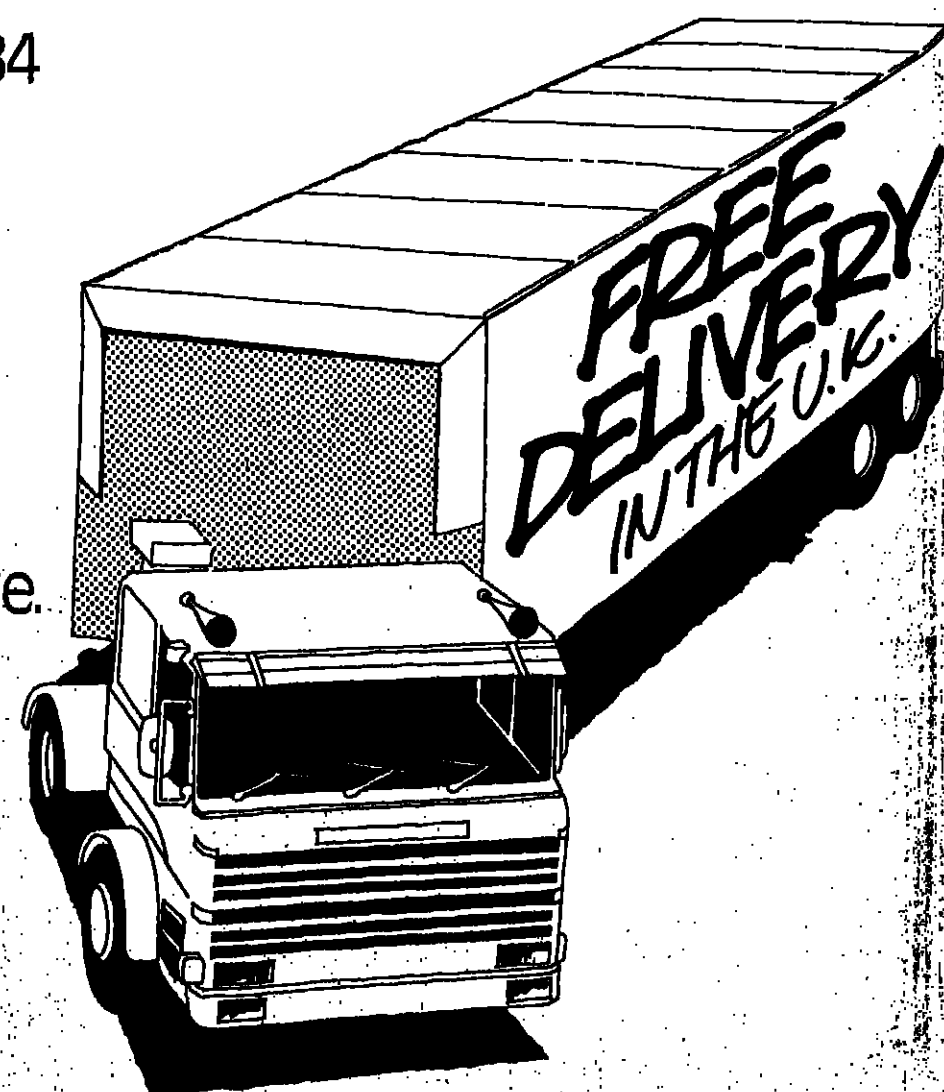
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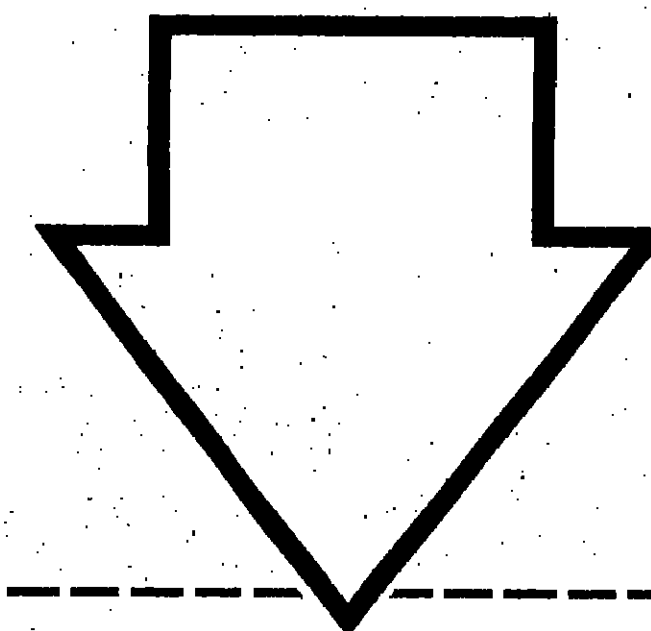
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A hastily-arranged amalgamation scheme has been blamed for the apparent breakdown in discipline and loss of staff morale at a south London comprehensive. Report by Nick Wood.

Stockwell Park School, a comprehensive a little more than a mile from the turbulent heart of Bristol in south London, opened its gates on September 5. On October 7 it made its debut in *The TES* with a report saying that teachers wanted personal alarms, after a series of incidents in which intruders had attacked staff and pupils.

Rumours of unrest at the 1,370-pupil school, the product of a shotgun marriage of the all-girls Priory Park, the all-boys Kennington, and Stockwell Manor, a mixed school, persisted, coming to a head on February 10.

That day, according to a teacher at the school, 75 fourth-formers roamed the playground when they should have been in their lessons. The school denies that there was anything untoward about this incident – the children were sent to the playground after an unscheduled hitch in the showing of a film and they were supervised by three teachers – but worse was to come, about which there is no dispute.

The same afternoon, two teachers were involved in incidents with fourth-formers: a male teacher who tried to make a girl pay attention in class was thumped in the chest, and another was punched several times by a boy he caught running down a corridor.

On February 14 there was another incident, through this time just outside the gates of the school, which has been set up on the Stockwell Manor site. Four youths were involved in a fracas which ended with one being taken to hospital with stab wounds to the arm and hip. The police are investigating.

The following day a gang of youths, none of whom attend the school, strolled into the sixth-form block and toured the building in an apparent show of strength. One was carrying what looked like a folded-up billiard cue.

Since then, it seems, there have been other incidents involving physical and verbal abuse of staff. For instance, a bottle was dropped from a classroom window and nearly hit one of the schoolkeepers in the playground below. It was said to be the second time such a thing has happened this term.

Internal memoranda refer to pupils using four-letter words to abuse their teachers. On March 5 a boy was suspended for 10 days for kicking another pupil in the face and causing him to take time off school.

Most schools faced with such a tale of woe opt to keep their heads down and refer all enquiries to the education authority. But the school's head-teacher, Miss Sylvia Keefe, with the backing of the ILEA, took the unusual and courageous step of inviting *The TES* into the school to learn about the background to these events.

No-one – not the head, the divisional officer nor the staff and pupils – denies that Stockwell Park has its problems. But does the school differ from any other in the inner city comprehensive where the majority of pupils come from poor families? The 144 full-time teachers (a ratio of one teacher per nine pupils, generous by any standards) have to cope with children from 34 nationalities and 24 languages. Perhaps Stockwell's only "crime" is an inability to keep the lid on reports of its failings?

Mr John Esterson, vice-president of the London branch of the National Union of Teachers, a senior teacher who has worked on the present site for 18 years, is convinced that Stockwell is no worse than many London schools.

"There are any number of schools in inner London which I could go to and get teachers to say they have similar problems: 'We have knifings, we have verbal abuse'."

Mr Gary Jones, who worked at Stockwell Minor for 11 years and was head of biology before the merger but is now a classroom teacher, agrees. The school's NUT representative says: "There are bound to be conflicts between pupils and staff. The same sort of thing is happening in schools all over London, but for some reason or other it doesn't get to the press."

Not words calculated to please the ILEA. Mr Gavin Graveson, the divisional officer, while at pains not to confirm such a bleak picture, does not think Stockwell is typical of the authority's schools.

What the deputy refers to as the "scale of consciousness" is "quite high" in the school, though it agrees with the head and deputy, Mr Trevor



When three into one don't go...

Hopkins, that the problem is principally one of verbal, not physical, violence.

Mr Hopkins, a touch sarcastically, outlines the teacher's problem like this: "They (the pupils) congregate and have a chat and they do feel they should be allowed to spend five or 10 minutes between lessons having a little chat and when teachers go along and politely remind them they should be in their maths or English or whatever some of the children resent being reminded of their responsibilities."

Our evidence puts it more simply. The teacher who intervenes in such "chats" is liable to be told where he gets off with a vivid obscenity.

Amalgamations are like other people's children – a source of intense concern to those directly affected, tedious to outsiders. But much of the disruption can be laid at this particular door.

Wouldn't it be better if the teachers, instead of asking politely, adopted a more forceful approach? Miss Christine McGorry, vice-chairman of the governors, disagrees. She wants teachers to bite their tongues and acknowledge that they are dealing with the adults of tomorrow.

Her remarks raise the question of the school's approach to discipline – questions to which we return – but first there is the business of the amalgamation, the repercussions of which everyone associated with the school believes are, to a greater or lesser extent, responsible for its difficulties.

Amalgamations are like other people's children – a source of intense concern to those directly affected, tedious to outsiders. But much of the disruption at Stockwell can be laid at this particular door.

As Mr Graveson concedes, the fusion of Kennington, Priory Park and Stockwell Manor was a rushed affair. Miss Keefe was only appointed last March and by June 1 only 15 teachers had been taken on.

Further appointments were made during the summer but, because ILEA promised to keep on temporarily every teacher without a permanent post, the

school opened with 15 teachers who could only be sure of a job for a year.

Now, after a fall in the school roll and the impending expiry of the one-year job guarantees, the ILEA proposes to move a staggering 45 teachers by the end of the summer term.

The teachers' representatives say the outcome has been insecurity, loss of morale and lack of commitment among many staff. Such dependency allied to the obvious problems of a merger taking in staff and pupils from single-sex schools, who now find themselves in a much bigger establishment where they struggle to find a familiar face, does much to explain the school's difficulties.

Mr Tony Turner, a burly historian from Kennington, "a tough school but a happy one", is one of those who do not know where they will be working after the summer. He is the representative of the National Association of Schoolmasters/Union of Women Teachers and a bitter critic, with others, of the way the school was set up: the amalgamation, he said, was "boltonized" through leaving the staff in "a pretty much total confusion".

"We criticize the (school) management but they haven't had much time to make their decisions. People have been spontaneously heaped together. 'Morale among staff is low, largely because there is a great number of staff who feel insecure about their future and they find it very difficult to commit themselves totally to something which they know they might not belong to for longer than a year.'"

These fears have not been allayed. Very little attempt has been made to make them feel part of something. I think the school is a stopgap. I don't think it is going to last.

Miss Keefe has offered displaced post-holders informal responsibilities within the school, but apparently Mr Turner is unimpressed. And there is no mistaking the bitterness that lies behind Mr Jones' comments on the merger: "I did not get the head of department in the new school and I still don't have a job."

"The authority is talking about moving 45 people from this school at the end of the year and why should I throw myself into the organization of the school if I am not going to be here and the authority did not seem to appoint me to the post I had previously held?"

Mr Clifford Eldred, associate deputy head, who is a special adviser

and the representative of the Assistant Masters and Mistresses Association, goes further: "Staff were still being interviewed, come July... Key staff who would be responsible for opening in September weren't known in some cases until the middle of June."

"Planning and discussion could not properly take place. The authority expected a school to open in September which it could not be, under the circumstances of pupils and staff coming from three schools."

"Children don't know the identities of staff. And in a school of this kind discipline is essentially a one-to-one knowledge relationship, pupil to teacher. Here we have children in limbo, surrounded by strange faces."

"This creates the situation for the child to be rude to the teacher who is an unknown person because that child would not have been rude in any of the three former schools to teachers he knew."

The three sixth-formers we spoke to, all of whom tended to play down the school's troubles while emphasizing the educational benefits of a bigger school with a wider range of subjects, also stressed that no teacher could take his authority for granted.

Brenda, the former head girl, says: "My teachers, if they say something, mean it but it's up to you either to obey or disobey. They cannot force you but they assume you have been told by your parents to keep up (with your work)."

Robert stresses that order can only be maintained where teacher and pupil know one another. A sports jacket and a flameless no longer cuts much ice apparently, if it ever did.

This comes back to the school's approach to discipline. Mr Eldred, in common with other senior staff at Stockwell, believes that children will only obey teachers whom they know and respect.

Mr Hopkins, the deputy head, makes the same point: "Pupils do resent (being told what to do) if they feel it is from somebody who has nothing to do with them."

Stockwell Park seems to prefer to cajole rather than coerce children into the daily grind of arriving for lessons on time, going into the classroom, sitting down and opening their books. No-one is itching to wave the big stick, Miss Keefe, head of the all-girls Priory Park for five-and-a-half years before coming to Stockwell, is a gen-

tle, softly-spoken woman who does not seem dismayed at having to walk round pupils while touring the school. "In a sense we do have clear rules about offences that will lead to exclusion but I'm not the sort of head who gives rushing out of this room like an avenging angel, accosting them as I see them about the school, and bellowing, 'I believe I should only get involved at last resort.'"

Mr Esterson, who believes that schools such as Stockwell are simply carrying the can for social disintegration triggered by the policies of the present Government, is another who sees no merit in a tougher line. "We can create all kinds of rules and demand that every time a child is rude or violent to a teacher that they are excluded or suspended, but I don't think that is actually going to deal in the long run with a lot of the problems."

Mr Graveson invokes the 1981 Education Act, which instructs education authorities to identify and provide for children with special educational needs, in support of this approach. He doesn't say that there is no such thing as a "naughty" child – but comes close to it by bringing misbehaviour within the ambit of special educational need. He admits that many teachers in the school find it a hard argument to swallow.

"The 1981 Act talks about children's special educational needs, which of course include those affected by their behaviour. If we are talking about the educational service providing for all these needs in a professional way and making proper judgments, then the governors, the Authority in the shape of me, and the teachers, too, in the school are going to look for ways to provide for these children and it may be that at the end of the day they ought to go somewhere else – but that's a professional judgment, not a punishment."

"It's very difficult for teachers under duress to stand back and see it from that point of view. We're doing a lot of work to help them see it but it's taking time."

Here, when the dust from the personality clashes, bruised egos and dislocation of the merger settles, lies the nub of the problem facing Stockwell and other inner city schools. How far should schools go in seeking to impose a conventional discipline on their pupils? If, instead, they choose to celebrate the culture of the streets, will anyone learn anything?

Mr Peter Herbert, secretary of the London branch of the NAS/UT, would regard the latter approach as "naïve". He believes that the school needs to take a much tougher line with its trouble-makers.

He says that for many of the Stockwell children a truculent attitude towards authority, of which school is an arm, is a way of life. Appeals to their better nature are likely to be dismissed with contempt.

But he also points out that a crack-down could only work if parents and governors were prepared to back it up (the only child earmarked for expulsion was reprimanded by the governor). The point is picked up by Mr Jones, who points out that the school is hemmed in by community groups quick to leap to the defence of pupils who are refused an education. He doesn't say, but in the Stockwell area a racial element inevitably raises the temperature of the argument.

"Increasingly, the school is having to be very sure that it can justify the exclusion of somebody. Therefore there's a whole bureaucratic procedure that has to be gone through."

Meanwhile, many a classroom teacher loses heart when he realizes that the "outs" ruining his lessons – and his life – can always retreat behind this net curtain of administrative and political support.

But – and this is the alarming part – even when the school does attempt to rein in its troublemakers, its efforts are met with derision and contempt. Stockwell, for instance, is currently trying to find a way of stopping children becoming "folk heroes" on their return from suspension.

A bewildered Mr Turner puts it like this: "It is very difficult to make a child feel he has done something wrong. It's not harsh punishment we're after but some way... somehow to get over to the kids you can't do this. I don't know what the answer is. I'd love to know."

Education, Race and Revolution by Anthony Flew, published by the Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL, price £2.50 plus 30 pence p&p.

Head 'on trial' over criticisms of multiracial schooling in Conservative magazine

Bradford comes to the boil again

by Adriana Caudrey

The headmaster of a predominantly Asian school in Bradford is on trial before parents and education chiefs, for writing an allegedly offensive article on the social and academic effects of multiracial schooling.

This furore is one of a series to ignite the tinder-box of race relations in Bradford schools, this week. It coincides with the claim that 45 head-teachers plan to step down, in protest at political interference in the handling of race relations.

The education authority's newly-formed multiracial policy has also been criticized by a report from the Asian Youth Movement, calling for a more radical stand on anti-racism in Bradford schools.

Education chiefs are awaiting the verdict of parents at Drummond Middle School on Mr Ray Honeyford, their headmaster, before taking any action.

They are at the same time scouring all applications for early retirement from headteachers, to see how many

were triggered by disenchantment with race relations policy. They are sceptical about the figure of 45, given by some newspapers.

Mr Peter Gilmour, Conservative chairman of the education committee, said of the repercussions of Mr Honeyford's article:

"There is to be a public meeting of parents with children at the school, and we're told a vote of no confidence is likely to be passed. We shall await the outcome of that meeting, before taking any action."

He said the committee took exception to derogatory remarks about multiracial education, in Mr Honeyford's article in the small-circulation *Salisbury Review*.

In the article, Mr Honeyford writes: "If a school contains a disproportionate number of children for whom English is a second language (true of all Asian children, even those born here), or children from homes where educational ambition and the values that support it are conspicuously absent, (for example,

the vast majority of West Indian homes – a disproportionate number of which are fatherless), then academic standards are bound to suffer."

Mr Gilmour said: "Clearly Mr Honeyford is at odds with the thrust of council policy. That policy has been through the democratic process at county hall, and received all-party support. We expect our heads to comply with that, and their personal doubts are not matters for the Press."

But, speaking from Drummond Middle School, Mr Honeyford said he was dismayed to find that his criticisms were receiving widespread coverage, and he insisted that he was not attacking council policy.

"It is a comment on the present intellectual climate that someone who is not racist can be so worried about the race relations lobby that he is afraid to speak."

Asked why he chose the *Salisbury Review*, edited by right-wing philosopher, Roger Scruton, to air his opinions, Mr Honeyford said: "Yes, it is a

Conservative magazine, but it might as well have been *Marxism Today*."

In his school 86 per cent of the children are from ethnic minorities, and Mr Honeyford believes this imbalance has a detrimental effect on all the pupils. He argues that there is less opportunity for friendship between the races, when there is such a predominance of ethnic minority children.

Mrs Shirley Woodman, Bradford secretary of the National Association of Head Teachers, and head of Netherlands Avenue Special School, said her organization would support Mr Honeyford to the hilt.

"He has a fantastic school, and a wonderful rapport with the parents," she said. "He feels very deeply about all his pupils – the Asian ones in particular, and he has been running a multicultural school for a long time."

"I don't think individuals should be criticized for what they see to be the facts, based on their direct experience." She said she agreed that "if you



Bradford – currently beset by multiracial problems such as the halal meat issue which brought street demonstrations last week.

have a minority of white children in a school and you concentrate on the multi-ethnic contingent the white children will suffer."

Mrs Woodman, who is 54, is herself asking for premature retirement because of "disillusionment" with the teaching system in Bradford.

Anti-racist policies 'likely to fan conflicts'

by Biddy Passmore

A scathing attack on the anti-racist policies of Berkshire, Brent and the Inner London Education Authority was made this week in a pamphlet published by the right-wing Centre for Policy Studies.

Professor Antony Flew, emeritus professor of philosophy at Reading University and visiting professor at York University, Toronto, says the policies undermine the long-established tradition of integrating ethnic minorities into British society and would transform schools into "instruments of revolution".

Their contention that the whole of British society, including schools, is afflicted by "institutional racism" and that only white British citizens are racist are likely to heighten racial tension and increase racial conflicts, he warns.

He pinpoints four "fundamental fallacies and favourite falsehoods" underlying the anti-racist policies.

The first is that environment is omnipotent. This, he says, conflicts with evidence from America that different immigrant groups from equally deprived backgrounds have shown enormous differences in performance.

Secondly, he cites the "perennial confusion between equality of opportunity and equality of outcome". Differences in outcome cannot be confidently construed as demonstrating corresponding differences in opportunity unless those compared started out "equally able, equally eager and equally well qualified", he says.

Thirdly, he contests the assertion that no language or culture is or could be superior or inferior to any other. Whatever the non-instrumental value of the various languages it is, he says, "simply silly to insist that every language is equally good for every possible practical purpose."

Similar principles apply to cultures. Some features of foreign cultures are likely to constitute handicaps, others may be positive advantages in a very different social environment.

Finally, he comes to the sensitive issue of genetic differences between different races and different racial groups (apart from racially defining characteristics). He thinks it improbable that there are none but stresses that "any relevant differences which may eventually be discovered are going to be differences solely on average."

Education, Race and Revolution by Anthony Flew, published by the Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL, price £2.50 plus 30 pence p&p.

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Avril Lines: "An awful lot of teachers think of science as being like it was when they were at school."

Hilary Wilce on how three Tameside teachers are introducing primary pupils to scientific methodology with the aid of a bag of peas, a bottle of cooking oil and a few spoonfuls of sugar . . .

Planting the seeds of scientific inquiry

Linden Road Junior School is a relatively modern school with a socially-mixed intake, set among the anonymous urban sprawl of Tameside. On a grey winter's morning it looks the very epitome of educational ordinariness.

Yet inside is a rare primary school sight. About 30 ten and eleven-year-olds are engaged in rigorous scientific experiment. In small groups they are working out how long different types of sugar - granulated and castor, brown and white - take to dissolve. They are varying the experimental conditions by heating the water, or shaking the beakers, and they are carefully recording their results.

In a far corner three boys are pursuing an independent line of inquiry. Working with a bottle of cooking oil and enthusiastic messiness they have already discovered for themselves the truth of the adage that oil and water won't mix, and are now trying to decide why the oil will hold up a pea in a narrow tube, but not in a wider-mouthed beaker.

Do they enjoy these science lessons? "Yeah!" says one, reluctantly tearing his eyes from the glass, "they're great."

The class is working with Avril Lines, one of the I.e.a.'s two primary science support teachers. Both work with about half-a-dozen schools a term, visiting each for half-a-day a week. If the rate is maintained, all 90 primary schools will be covered within three years of the project's starting date, in September 1982.

The aim is not to institute formal science lessons, or to give pupils a body of scientific knowledge, but to introduce both pupils and teachers to the scientific approach, and the skills needed to apply it to problems of all kinds.

As Avril Lines is quizzing pupils about why jump sugar takes so long to disappear, her colleague, Anne Gill, is working with the reception class at Broadbuck Infants' School, Ashton-under-Lyne.

An apparently aimless group is milling round a table handling a lens, a periscope, and sunglasses. Slowly, and with occasional prompting, the pupils learn to see how differently things appear when viewed through a glass bottle of a camera-slight.

Anne Gill says she has been amazed by how much even the youngest infants can do. They learn about light, shapes and shadows, and can work with a simple electrical circuit to light a bulb.

Often the most imaginative and inventive children are not the most verbally able, nor the brightest, she

says. "It's very good experience for them, to know they can meet with some success."

She and Avril Lines use some published science schemes, but also try out ideas as they go along, devising, for example, simple experiments to tie in with popular school television series.

Tameside pupils have found themselves making rockets from washing-up liquid bottles, measuring the dent a ball makes in sand, and acting out a playground simulation of the solar system. "Poor Pluto had to go so far away, he was way out in the school grounds," Anne Gill says.

Classroom work is complemented by a short in-service course for teachers, run by the team. They look at published science materials (the BBC series *Science Workshop* is being successfully used in a number of schools), at equipment, at the philosophy of science, and the organization of practical work.

"The problem is that an awful lot of teachers think of science as being like it was when they were at school. And a lot of primary teachers are women, and probably haven't done any science," says Avril Lines. Dispelling fears and prejudices is a major part of the support team's approach.

For some teachers the project has offered a chance to build on work already being done. For others, such as the staff at St Peter's Church of England Primary School, Ashton-under-Lyne, it means embarking on something quite new.

Mrs Audrey Jones, the head, says



The young scientists can be messy but they are at least enthusiastic.

there was initial apprehension about the new work, but that had gone. "We are tackling it as a piece of in-service training."

St Peter's is one of three schools selected for in-depth curriculum development, which is being carried out by Ian Barker, a primary deputy head seconded for this year to the primary science team.

Much of his interest is in developing simple, inexpensive pieces of equipment that any school could make, and in building up a model resources centre in an empty classroom in his own school.

Overall, the scheme costs little more than the salaries of the two Scale 3 support teachers, and the salary of the Scale 1 teacher brought in to replace Ian Barker. Equipment costs are limited to small-scale purchases of essentials such as stop-watches and magnifying glasses.

Inevitably there are quite serious limitations. The project team carries some seeds to fertile soil, but other schools offer extremely stony ground. "When we're in the school there is an impetus, but the focus can be lost when we go," says Avril Lines. Time for follow-up visits is not always available.

The visits of the advisory teachers also mean that science must have a set slot each week and cannot be used flexibly as part of an integrated curriculum.

Against this can be set the obvious enthusiasm of a young and committed team, and Tameside's now considerable experience with the support team approach.

The primary science project grew directly out of another unique initiative, to boost girls' science in secondary schools. Janet Dawes, a support teacher with this project, quickly became aware that only a limited amount could be done to close gaps created at an earlier age and lobbied for primary schools to be doing "proper" science work, not just nature study.

The idea had the enthusiastic backing of the Labour-controlled authority's education chairman, Mr. Glyn Ford. His own work at Manchester University's department of science and technology policy had given him a keen awareness of the need to boost science education, and he has long been interested in ways of effecting educational change on a shoestring budget.

The support team method, he feels, is one of the most effective ways of doing this. "It seems to me there is a lot of educational mileage to be got out of this approach."



... a woman's chances of seniority are reckoned to be 20 per cent smaller than a man's.

Hilary Wilce on a Coventry survey which reflects the extent to which female primary teachers find their promotion chances blocked

Having a job getting on

Heads and deputy heads are seen to have been likely to have had a period of secondment and considerable teaching experience. Scale 1 and 2 teachers are likely to be female, possibly working part-time, and to have spent time out of teaching as a housewife.

However, factors which might have been expected to show up as significant - such as age, having applied for promotion during the past two years, and having had periods of employment outside teaching - did not appear to be related to promotion chances.

Mr Peter Elias, senior research fellow at the Institute for Employment Research, Warwick University, who advised on the analysis, said: "To me it is very telling indeed that if you take two people, a man and a woman, with the same teaching experience, the same qualifications, the same in every way, then the woman has something

like a 20 per cent less chance of getting promoted."

The analysis is the result of a questionnaire sent to the city's 1,053 primary teachers in December 1982. Five hundred and seven replies were received, with a slightly higher response rate from women than from men.

Because of this the report points out, results are likely to understate the inequalities between men and women. Only 11 responses were received from men heads, for example, whereas about 24 would have been needed to

be representative of overall numbers.

Many of the findings underline the now well-documented fact that men hold the overwhelming majority of senior teaching jobs. They particularly reflect similar research done within the Inner London Education Authority. While one in seven women respondents, for example, held headships or deputy headships, one in three men held such posts.

At the other end of the scale, 20 per cent of the women surveyed held Scale 1 posts, while only 8 cent of the men did. None of the male teachers worked

part-time, although 40 women were doing so. None was on a temporary contract, although 12 of the full-time women teachers were.

The survey found that men were more enthusiastic about applying for promotion - nearly 60 per cent had done so in the previous two years, compared with only 35 per cent of women. More men (53 per cent) had also taken a further study course than women (38 per cent) since completing their teacher training.

A close analysis of the careers of women who had taken maternity leave

showed that they were far more likely to hold a headship or a deputy headship than women who had made a complete break in their professional lives to raise children.

It is traditionally argued that such women are far more career-orientated than their stay-at-home colleagues. But, according to the survey, this latter group had made proportionally more applications for promotion during the previous two years.

Yet of the 209 women with children, only 33 had opted for maternity leave, and the report comes out strongly for a greatly extended period of unpaid leave - 18 months - with a return to the same place on the career ladder at the end of it.

Other recommendations include in-service courses for women teachers seeking promotion, and courses to help heads, advisers and governors increase their awareness of the problems. Job-sharing in posts of responsibility, improved nursery provision, and better pay and conditions for teachers on Scales 1 and 2 are also urged.

Coventry is called upon to live up to its claim to be an equal opportunities employer by keeping records of the numbers of male and female applicants, and the sex of successful candidates, for all Scale 3 posts and above for five years.

This call reflects recent moves in Lancashire, where women teachers have also been asking for concrete evidence of the authority's claim to support equality in its employment practices.

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Virginia Makins on Dartington Hall's fight for survival Making good the damage from bad publicity

Dartington Hall school, perhaps the most famous of the progressive independent schools, is fighting for survival. Next Tuesday the school is holding a press conference to launch a new prospectus, justify its practice, and try to redefine progressive education.

It is part of a public relations effort to minimize the damage caused by the blaze of publicity last summer when the new head of one term's standing, Dr Lyn Blackshaw, called in the police to search for drugs, expelled a student for theft of school library books, and publicized the condition of the school, as he saw it, in a letter to parents.

Dr Blackshaw resigned last September, after papers published some old pictures of himself and his wife in the nude. The crisis had lost the school about 20 pupils by the beginning of the September term.

The roll now stands at 203 - 76 in the junior school and 127 in the senior school. About a quarter of these have some kind of bursary (40 of them are children from the Dartington estate) and last year, the school went into financial deficit.

In the summer, the Dartington trustees, who own the school, considered various options - including the radical one of changing the nature of the place by "turning our back on the whole exam thing", as the chairman, Maurice Ash puts it.

Instead, they decided to underwrite the school for three years while it tried to pick itself up off the floor, build recruitment, and develop new approaches to education alongside the liberal-minded but conventional curriculum it was offering.

The school is hoping to boost recruitment and reduce staffing - aiming at a teacher-pupil ratio of 1:10, instead of the present 1:7. In present circumstances it is hard to increase the fees, which already look very high at £5,625 a year for senior boarders (they include many things that are extras in other public schools).

Meanwhile Dr Blackshaw is still living on the premises and criticizing the running of the school. A case will be heard in the county court in May, with the school trying to evict him from the headmaster's house, and Dr Blackshaw counter-claiming unfair dismissal.

Last month he published two long articles in the *Mail on Sunday*, which questioned standards of both academic work and behaviour at the school. On Friday, Dartington's lawyers, having failed to get a retraction published, issued libel writs.

The school claims to have factual evidence to counter Dr Blackshaw's claim that very few of the 26 A level candidates last year had a chance of a university place.

It says that 9 of the 26 gained firm



Dartington Hall... and work in the art room

offers of places at British universities, a tenth had a conditional offer for medicine if he could upgrade one of his four A levels, two others were on higher education courses at British colleges, and three on degree courses in the United States.

Not surprisingly, the school last week had a battle-weary air. Staff and students, used to living a somewhat isolated existence, are simply tired of defending the school's ethos and practice, denying allegations of lax standards, and having to dig out data on exam results when, as a mixed ability progressive school, they want to emphasize other things.

All of them seemed to agree that Dartington had needed a new impetus when Dr Blackshaw took over last April. "It needed to get up and go somewhere", a sixth-former said. "Things had been allowed to drift", a teacher said. "We got the wrong bloke with the right ideas", a house parent said.

For several years, some teachers in the school had been trying to promote curriculum changes. They wanted to balance the fairly conventional academic menu (with particularly successful art and music) and introduce far more practical activities and experiences. But nothing had happened: "We were waiting for unanimity".

Outside their academic courses, students had too little to do: "They weren't busy enough. Now, if anything, they're too busy", said a teacher. Another, with children at the school, said: "There are still dangers - the atmosphere is so seductive, it's so easy to waste time enjoyably". But he added that if he had serious worries - about drugs, for instance - "I would move - and swiftly".

The old emphasis on educating the whole child had weakened as the school met increasing academic pressures with academic appointments: subject teachers did their job, both as teachers and committed tutors of individual pupils; but then went home, leaving a ratio of two house parents to 40 pupils in the senior school boarding



Dartington Hall... and work in the art room

house. That has now changed: two young people have been appointed as "amateurs", and wander round the houses in the evenings suggesting activities - "anyone for badminton?"

With all the school's procedures for communication and collective decision-making by staff and students, many decisions had apparently been left to successive heads. "Staff had all been working in splendid isolation from each other", said an outsider. "They need to talk to each other; rather than stating their views at each other."

The school is now embarking on a staff and curriculum development programme to change that. But even if the management was, as a teacher described it, "inchoate", staff and pupils believe that Dartington has continued to offer something distinctive and valuable in its approach and relationships.

"This is a great place for a second chance", said Lynette Gribble, who specializes in remedial teaching and careers. Children said they worked better at Dartington than they had under the "heavy pressure" of other schools. "You can go slower, and teachers listen when you say you don't understand."

Teachers and pupils deny Dr Blackshaw's allegations. They say he himself did, in the end, suffer extremely rude and aggressive behaviour, and even vandalism, from a small number of students. The students say that his refusal to answer questions - or his way of answering them with other questions - was intensely frustrating.

Roger Tilbury, the deputy head who was appointed joint head (with the bursar, Eric Adams) at the height of the crisis last summer, calls their behaviour "inexcusable but understandable".

"No way is this place violent", said a student who moved up from the junior school, terrified by all the rumour and scandal, in September. "It's the friendliest place imaginable."

Dartington's main difficulty is not to tighten up standards, if they needed tightening - there's no way of telling now, when both staff and students are so protective of the school's reputation. It is to find a way of offering parents and students something more distinctive than the dutiful academic teaching and good relationships that I saw last week.

Last term the kind of curriculum reform proposed five years ago was finally introduced. Students now spend Thursday afternoons and all of Fridays on activities designed to develop practical and social competence. They have, for example, been farming, writing film scripts, learning "survival" French and German, planning an expedition to Morocco.

It hasn't been easy to fit the new approaches into the academic work, and already Roger Tilbury is suggesting that they should be concentrated into two or three complete weeks in the summer term - which sounds very much like the project weeks some comprehensive schools hold every summer.

"Personally, I have doubts about the possibility of getting a more holistic kind of education working within a conventional subject curriculum," says Maurice Ash. "But we'll try."

Assaults by parents: ban their children, says head

by Richard Garner

Children whose parents assault teachers should be immediately removed from the school, a conference heard at the weekend.

Mr Lawrence Norcross, headmaster of Highbury Grove school in London, told the conference on the problems of behaviour in schools, there should be a national agreement between teachers' leaders and local authorities on how to deal with such assaults.

He said attacks on pupils by teachers were bad enough, but attacks on teachers by pupils were even more serious and culprits should be removed.

But Mr Norcross went further, in adding: "I am equally unequivocal in my view that assaults by parents on teachers should be the occasion for immediate legal action - as well as for the instant removal of the pupil."

He told the conference, organized by the Professional Association of Teachers, that no teacher should be expected to be assaulted once - let



Lawrence Norcross: guidelines needed

alone half a dozen times - during his or her career.

"In what other vocation (with the exception of the Armed Services and possibly the police) is exposure to physical assault regarded as simply an occupational hazard?"

Local authorities had not "even begun to understand their responsibilities to their employees, let alone accept them".

Mr Norcross called for nationally laid down procedures for dealing with

assaults on teachers, and a statutory obligation imposed upon heads and local authorities for seeing procedures were adhered to.

Part of the procedure would require heads to report any assaults on staff to the local authority, which would then bring legal proceedings, except where it was thought the case might be lost in court.

Earlier Mr Brian Howes, an HMI, said most schools had a few "troublesome" pupils while a few had a large number of them.

"Reasonable behaviour is the norm in most schools", he added.

Teachers should be professional and show consistency towards their pupils. "If a teacher is habitually late it is not a good example," he added. "If a teacher lets the class out early that also could create mayhem in the corridors and that isn't good for anyone."

Mr Howes suggested that teachers should start their teaching year "a little bit harder" with the pupils. Failure to do so would mean "an almost impossible uphill struggle to tighten the position" afterwards.

11-plus bias concern surfaces in Ulster

by Hilary Wilce

Eleven-plus pass rate figures just released in Northern Ireland have raised again the contentious question of whether it is legal to discriminate in favour of boys in selection procedures.

In this year's 11-plus in Northern Ireland, 307 fewer girls than boys were awarded either the top grade, A, or the borderline grade, M.

The Department of Education in Northern Ireland, which administers the test, marks boys and girls separately. It gives the top 20 per cent of boys and the top 20 per cent of girls grade A, and the next 10 per cent of each group grade M.

It argues that in doing this it compares like with like, and that no special allowances are made for girls or boys.

But researchers agree that girls do better than boys at this age, and that if all pupils were to be marked together, there would be more girls than boys in the top grades.

The system has prompted complaints in the local press, but no-one has yet made a formal complaint of discrimination. However, the Equal Opportunities Commission for Northern Ireland is examining the system to see whether it contravenes the Province's sex discrimination legislation.

Under the system, this year, more than 21,000 pupils took the 11-plus. Of these, 2,901 boys and 2,697 girls got grade A, and 1,402 boys and 1,299 girls got grade M.

The proportion of boys getting grades A or M was 40.4 per cent of those tested. For girls it was 38.1 per cent. Similar weighting procedures are used by a number of local authorities in England and Wales, and two cases of alleged discrimination are being brought to court.

In Lincolnshire a case is being brought by a parent who alleges his daughter was refused a place at a girls' grammar school even though her test scores were higher than those of boys admitted to a neighbouring boys' grammar school.

In Bromley, another case is pending concerning two girls kept back a class during their final year at a voluntary primary school, allegedly on the basis of their sex alone.

Meals staff strike may bring lunchtime closures

Schools may have to shut at lunchtime in Birmingham this month as meals staff stage a one-day strike in protest against local authority moves to dismiss them if they do not accept new contracts.

About 4,000 members of the National Union of Public Employees have voted in favour of a one-day strike on March 27 - timed to coincide with TUC protests against Government plans to introduce rate-capping legislation and to abolish metropolitan authorities.

NUPE has also won a High Court injunction restraining the Conservative-controlled Birmingham authority from going ahead with its plans to dismiss the meals staff if they have not accepted the new contracts by the end of the month.

The new contracts would remove their holiday retainer fee, free school meals and laundry allowance in exchange for a lump sum of between £50 and £200. The authority says its plan

could save £500,000 in a year.

The High Court injunction means that Birmingham is prevented from enforcing its ultimatum until the court has ruled on the case.

NUPE's one-day strike is being supported by the Birmingham branch of the National Union of Teachers. Its press officer, Mr Tony Miller, said the NUT was asking all its members not to engage in voluntary lunchtime supervision on that day.

"The action may close some schools at lunchtime that day but our members are growing more and more concerned as the days go by and the dangerous move towards totalitarianism in this country. Democracy seems to be a word we can only occasionally use these days."

Meanwhile, the NUT's action committee has reaffirmed its decision to urge its local branches to give "maximum support" to the TUC's Day of Democracy without disrupting the education service.



Schools to box on

by Bert Lodge

The Schools' Amateur Boxing Association national championships will go ahead as planned in Derby next weekend despite a recent gloomy report on the sport by the British Medical Association.

This claimed "evidence beyond doubt" that brain damage commonly occurs in both amateur and professional boxers. The BMA commissioned the report to see if there was evidence to support a campaign by the association to ban professional boxing.

"It will not make the least difference," said Mr Wilfred Young, a retired science teacher and honorary secretary of the Schools ABA. "We take extreme care with our boys. They wear box gloves - they can't do much damage and the boys are matched very closely, within slips of each other. Any doubt and our referees stop the fight."

"The only injuries reported to me last year were one broken thumb and broken knuckles. I would like to see some modern research into all sports. Boxing is a damned sight safer than trying to cross the road."

The BMA report says new X-ray scanning techniques have "serious implications" for boxing. They show that damage associated with the "punch drunk" condition is now detectable before the clinical indicators of slurred speech, poor coordination and loss of memory.

Nearly 40 bouts will be fought in the Schools ABA finals. During the competition about 5,000 contestants took part, but the association still reports considerable resistance to introducing the sport into many schools and colleges.

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NEWS

Autumn admission of 40% will equal British average

Oxford to admit more women

by Biddy Passmore

The proportion of women who will be admitted to Oxford University this autumn is 40 per cent, the highest ever and equal to the average for all British universities.

In 1980 only 35 per cent of new students were women and in 1975 the proportion was as low as 25 per cent. Most of the all-male colleges began admitting women in 1979 and all but four of the colleges - Christ Church, St Hugh's, St Hilda's and Somerville - are now mixed.

The 28 undergraduate colleges have now filled all of their 2,853 undergraduate places for next year. The total is 167 more than last year's figure because the University Grants Committee relaxed its quota of home students.

For the fourth consecutive year, a slightly higher proportion of successful candidates has come from the main-tained sector than from independent schools: 48.5 per cent compared with 47.6 per cent, the remainder being

overseas and individual candidates. More than half of the places have gone to candidates who will be sitting their A levels this summer. The great majority of these (1,197 out of 1,524) were awarded their places on the basis of the special entrance exam. Of the rest, 220 have conditional places (AAB is the most common conditional offer) and 107 have been given "matriculation offers", which means they only need to get two Es at A level.

Some 43.3 per cent of the accepted candidates had already taken A levels and virtually all were admitted on the basis of the special entrance exam. Of those with three A levels, 40 per cent have three A grades and 82 per cent ABB or better, a slightly higher standard than last year.

This is the second to last year in which applicants to Oxford will be able to sit the entrance exam after their A levels the so-called "seventh-term exam". From 1985, candidates will only be able to sit the exam in their

fourth term in the sixth form, although they will be able to apply at any stage on the basis of their past record, including A levels. Schools will receive a booklet explaining the changes with the university's prospectus this month.

A similar change is now under consideration at Cambridge University, where representatives of the 26 main undergraduate colleges have agreed to set up a working party chaired by Sir John Butterfield, the vice-chancellor, to examine changes to the admissions procedure.

Now that Oxford has agreed to end the post A level exam and both universities are abolishing entrance awards, Cambridge dons concede that there is no future for the seventh-term exam. But they are more interested in shifting the exam to the fifth or sixth term of the sixth form than to the fourth term. Another option they will consider is to treat Special ("S") papers as equivalent to their entrance exam.

Equal pay move by Forces' staff

by Richard Garner

Women teachers recruited abroad to work in Armed Forces schools overseas may take legal action to bring their pay into line with colleagues recruited in Britain.

About 250 women - wives of service personnel in West Germany - have formed a new teachers' group to press for equal pay.

At present, teachers recruited abroad to work in Armed Forces schools can be paid up to 25 per cent less than the rate set by the Burnham Committee, which negotiates teachers' pay.

The Ministry of Defence, for whom all the teachers work, says this is because the teacher recruited abroad is not liable to pay income tax in the UK and that the amount paid is assessed by comparing prices in the country where the teacher will be working and Britain.

However the women feel this is a case of discrimination against qualified women teachers.

They also feel that the other teachers' unions have not moved fast enough in attempting to bring about equal pay.

They have written to their European MPs and are seeking guidance from the EEC over whether they have a case under Article 14 of the European Convention of Human Rights - which supports equal pay for equal work.

Mrs Judith Elliott, chairman of the group, said the ministry had so far refused to recognize them. It had argued that the group was not representative as there were about 400 locally entered teachers in West Germany.

The group is now stepping up its efforts to recruit more members - especially among part-time teachers.

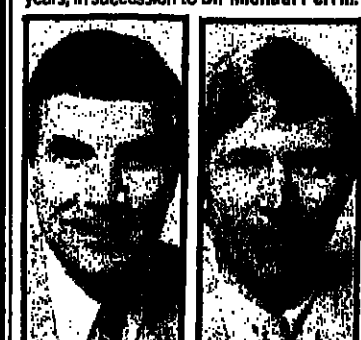
NOTICEBOARD

PEOPLE...



SCHOOL APPOINTMENTS
Mrs Jenny Branton, (above) deputy head of Melcombe Primary School, to be head of Swaffield Primary School, South London. The following appointments to headships in the London borough of Havering have been made: Mrs Gillian Shepherd to Crowlands Infants' School, Miss Mary Cook to Wykeham Infants' School and Miss Georgina Gardner to Parklands Junior School.

ADMINISTRATIVE APPOINTMENTS
Mr James A Scott to succeed Mr J Mitchell, Secretary of the Scottish Education Department, after Mr Mitchell's retirement on August 31. Sir James Hamilton to be a trustee of the British Museum (Natural History) for five years, in succession to Sir Michael Perrin.



Mr David Mansfield (above, left) has been appointed Group Managing Director of Nottingham Group Ltd; and Mr Stephen Plummer (above, right) as Deputy Group Managing Director of Managing Director of Nottingham Educational Supplies Ltd. Mrs Lyseth Howell has been appointed Education Officer for southern England and Wales for Life, the anti-abortion campaign. Mr Tony Dawes-Brennan to be Chairman of the Association of Colleges of Further and Higher Education.

AWARDS
The Association for the Study of the Curriculum offers 10 annual awards of £50 each, to provide teachers with financial support for materials, duplication, travel and other expenses for curricular innovations, which could not be funded by other means. Preference is given to members of the ASC. Details from Miss Jean Whitaker, Secretary, ASC, Bishop Grosseteste College, Newport, Lincoln LN1 3DY.

CONFERENCES...
March 17 - National Association for Gifted Children and

Kingsford Polytechnic Faculty of Education conference of the special educational needs of the able child in the classroom - how can the school respond? at Kingsford Polytechnic Gypsy Hill Centre from 9.30 am - 4 pm. Fee £6.

March 21 - Politics Association conference for A level Politics students on Politics and Government in Central Hall, Westminster from 9.45 to 4.15. Speakers: Neil Kinnock, Norman Tebbit, Peter Hennessy and Malcolm Jack. Details from Pippa Lewis, 01-747 1931.

April 3 - Mental Handicap in Medical Education, St Bartholomew's Hospital Medical College, London EC1. The conference will discuss undergraduate and postgraduate medical training and the consumers' views of medical advice on mental handicap. Speakers include Anthony Clare, Brian Rib, and Joan Rickell. Fee £11.50. Details from Mary Holland, MENCAP, 123 Golden Lane, London EC1.

April 3-5 - Newport Betws Comprehensive School, Newport, Gwent, is holding an exhibition, lectures, and films for Newport schools on Women in Science and Engineering. Details from the Headmaster, telephone Newport 856331.

April 5-7 - British Association for Canadian Studies annual conference at the University of Birmingham. Details from Mr Cedric May, President BACS, French Department, University of Birmingham, B15 2TT.

April 7 - Parents in Primary Schools: Clients or Partners? - one-day conference held by the Centre for Educational Research and Development, University of Lancaster in the Senate Chamber from 10am - 4pm. Fee £9 (£5 excluding lunch). Details from Eric O'Hare, Centre for Educational Research and Development, Carlisle College, University of Lancaster, Lancaster LA1 4YL.

April 16-18 - National Association for multiracial Education annual conference on 'Anti-racist Action in Education' will be held at Bath College of Higher Education. Speakers include Chris Mufford and Frances Morrill. Details from Stephen Ward, Bath College of Higher Education, Newton Park, Bath.

COURSES...

April 13-16 - NFS Grundvig 1783 - 1872: a celebratory seminar organized by University of London and the Danish Institute to mark the bicentenary of the birth of the Danish historian, theologian, writer and pioneer of the Folk High School at Connaught Hall, Tavistock Square, London WC1. Details from John Burrows, University of London Department of Extra-Mural Studies, 26 Russell Square, London WC1.

April 16-18 - Movement in Music Education: Delcree Principles Restated for beginners and the experienced at the University of London Institute of Education. Non-residential course fee £35. Details from University Centre for Teachers, 20 Bedford Way, London WC1. Closing date March 19.

April 24-27 - Christian Education Movement Easter course on Microtechnology for Religion and

Values 1984: Primary and Secondary RE and the Churches at Bradford University. Speakers include Richard Fothergill, Dr M Parsons and the Rev N Hardcastle. Residential fee £65. Details CEM (EVC), Centre for the Development of Religion in Education, 2 Chester House, Pages Lane, London N10 1PR.

EVENTS...

March 22 - The Inaugural meeting of the British Australian Studies Association at 6.30pm in the Australian Studies Centre, 27-28 Russell Square, London WC1B 5DS. Details from the Secretary, Australian Studies Centre.

March 24 - Girls-only Chess Tournament at Marlwood School, Watlington Lane, Alveston, Bristol from 9.30am - 5pm organized by the Bristol Chess Educational Trust. Applications for entry forms, as soon as possible, to Mr D Goldring, Marlwood School, who would also like to hear from schools interested in entering the 1984 Marlwood Chess Tournament.

Schools' Amateur Boxing Association National Championships Finals, the Assembly Rooms, Market Place, Derby, at 2pm and 6pm. Tickets from C Gibbs, 8 Sidlow Rise, Warren Wood, Redhill, Arnold, Nottingham.

April 18 - Study and Information Skills for 16 to 19-year-olds - an afternoon workshop for teacher-librarians in Manchester organized by the Sixth Form College Libraries Group and led by Ralph Tabberer (NFER). Details from Gill Plant, Stoke Sixth Form College, Fenton, Stoke on Trent.

RECENT PUBLICATIONS

Looking to the Future is a booklet published by The Spastics Society Careers Advisory Service, which explains the advice and assessment services available for cerebral palsied school-leavers and young adults including residential vocational assessment course. It is available free of charge from The Spastics Society, 16 Fitzroy Square, London W1P 5HQ.

Human Rights Education
The report of the Symposium on Human Rights Education in Schools in Western Europe held in Vienna in May 1983 has now been published. It is available from the Council of Europe, School Education Division, 67006 Strasbourg, France.

CSCS
The Centre for the Study of Comprehensive Schools offers a databank service on comprehensive schools with information about tried and proven practice. It will link enquiries with individual schools; provide details of papers, publications and organizations; and a list of published courses through the British Education Index and/or the Schools Council Databank mainly concerned with the curriculum but also with most of the subjects in the CSCS Index.

For details of the databank services and a leaflet on the Centre's other activities please write to the Assistant Director, CSCS, Northwood College, University of York, Heslington, York YO1 5DD.

Compiled by Mary Crickshank

SCHOOL TO WORK

Unions' decision to carry on lifts immediate threat to YTS

The TUC's decision this week to go on participating in the Manpower Services Commission's expanded Youth Training Scheme.

It means that, at least for the present, some 300 trade union representatives will continue to serve on the area manpower boards which oversee the running of the scheme throughout Britain.

But it does not itself counter the increasing disquiet among members of the area boards and of the national Youth Training Board at what they see as an increasing encroachment by ministers on their original powers and role.

At both levels members are saying that they find themselves powerless to resist Government directions to the MSC which are changing the character of the YTS and its objectives, and that their boards are in danger of becoming rubber stamps for policies that they believe are wrong.

Edited by
Mark Jackson

Although the TUC decision has given union representatives a breathing space in which to consider the position, most of them - and they include some area board chairmen - are aware that the deep union resentment of recent Government actions is likely to sway the attitude of this year's TUC conference towards the YTS.

Last year the conference was persuaded to go on supporting participation only by a pledge from the movement's leaders that they would recommend pulling out this year if the scheme did not live up to its promises. And the board members know that the ministerial "nudging" will make it a lot more difficult to defend the YTS against that charge.

At the same time, local authority representatives are reconsidering their cooperation in the light of the Government's move to take away some of their control over college funding and its insistence on cutting back the Mode B provision in which their authorities are heavily involved.

Yesterday's meeting of the Youth Training Board, some of whose members have been asking publicly whether it is worth continuing to function when the Government has repeatedly disregarded its views, formally discussed its role. A paper

prepared by officials sets out the major recommendations made by the board since it was set up in 1982 and shows those which were accepted.

The document, which does not claim to reflect the importance of the various issues involved, lists six matters where the board's own recommendations have been adopted, mainly covering eligibility, standards, and equal opportunity, and a larger number in which the board approved proposals put forward by MSC officials.

It also lists three instances of ministers rejecting board recommendations - over the waiting period for 17-year-old entrants, for an increase in the trainee allowance, and to maintain the levels of Mode B provision in 1984-5.

It is the ministerial disregard of the last of these, which has aroused the most anger among board members, and in implementation throughout the country, among the area boards.

Reports have been flooding in to the Youth Training Board members - as they have to the TES - of the sudden closure of projects whose reputation has been built up through the years of the Youth Opportunities Programme, and in some cases, in earlier programmes.

Even the CBI members are now likely to be aware of misgivings among some employers at the closure of local authority and voluntary organization schemes which prepare youngsters for jobs in service occupations.

Asked in Parliament last week what criteria were being used to decide which Mode B schemes were being cut back, Mr Morrison said that the pattern of provision was "determined at local level in the context of training plans agreed by area manpower boards."

But yesterday's YTB meeting was shown draft guidelines sent out by the MSC to the area boards which make it clear that the decisions to cut places or schemes will be made by area officials.

"Area manpower boards may wish to comment on what is proposed but clearly any changes which they might suggest would need to be accommodated within the targets for each Mode within the plan," they say.

The guidelines tell area managers that although they should notify MSC headquarters as soon as possible of any decisions to close schemes, it is not intended that headquarters' officials should influence their decisions "which are for area managers to make".

Tony Baldry, raised question agents, and the employers. At present employers are left with £550 to cover the cost of training, and another £100 if, as usual but not always, they are also the managing agents. So although the grant is only going up by five per cent, if the employer-managing agents are allowed to keep it all it would represent more than a 15 per cent increase.

This possibility is likely to influence the negotiations which have begun between the local authorities and employers' representatives over next year's college fees for YTS off-the-job training.

But Mr Morrison said that the Government had not yet decided how the extra money should be distributed between the trainees - whose allowance is fixed by the Government but

TVEI guide for Labour councils

Labour-controlled education authorities going into the Government's expanded Technical and Vocational Education Initiative programme are being advised how to run schemes without compromising the principles of comprehensive education.

The advice comes from the Socialist Educational Association.

The association has, like Labour's leaders, mistrusted the scheme from the start because it fears the Government intends it as a back door to highly selective schooling. But the SEA does not want to discourage the attempts already being made by some authorities to use the scheme to bring about radical reform of the curriculum and of learning styles for all pupils.

So the association has written to the chairman of all the authorities concerned saying that it recognizes that the offer of TVEI money may be impossible to resist, but warning that the MSC is likely to try to dictate to them exactly what they should do.

"Even so, there may be some leeway for you to develop a scheme which is compatible with the comprehensive principle and with widely accepted curriculum and assessment initiatives now being developed in many schools".

It recommends that Labour authority schemes should include:

- "Positive discrimination" in funding those of their schools not getting TVEI money;
- The same ranges of choices for all 14-year-olds and for all 16-year-olds, with a core programme for all pupils containing work experience and technical and technological education;
- A balanced education for all up to 16, with no-one full time on TVEI courses, and with vocational training only taking place after that age;
- No features that reinforce curriculum, social class, or sex divisions or stream pupils within or between schools;
- Representatives from teaching and non-teaching unions and from non-TVEI schools on a coordinating committee to oversee the scheme; and
- Local control of the management and administration of the curriculum with no interference by the MSC permitted.

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others involved in handling YTS trainees. Mr Morrison made it plain to the Commission's chiefs that he wanted the MSC to concentrate on improving its image on television, and not to waste time encouraging programmes simply for their educational value.

It is clear to officials that the present broadcasting unit - whose insistence on supporting the editorial independence of programme makers even when they criticize or reveal awkward facts about the YTS has sometimes seemed irksome - is not a suitable instrument for implementing Mr Morrison's orders.

Meanwhile, the BBC Schools Service is currently broadcasting a series of programmes which have the same aim as the vetoed Channel 4 project. Inside the YTS, already broadcast on BBC1 over the past five Sundays, is now being repeated on Mondays.

Made by Ian Woolf, of the BBC TV Continuing Education Department, it represents the first and last major series aimed at trainees handled by the broadcasting unit.

MSC wants kindly television light

Television and radio programmes about the Youth Training Scheme are likely to come under greater pressure to paint a favourable picture of it.

The change is the result of ministerial concern to improve the presentation of Government activities and policies.

Facilities for making programmes about Manpower Services Commission schemes have previously been provided through the Commission's broadcasting unit, a team of experts largely recruited from educational broadcasting.

Now the Commission's senior officials are discussing disbanding the unit and handing over all liaison with broadcasting networks to the marketing department.

This move is a direct consequence of the recent intervention by Mr Peter Morrison, the employment junior minister, to veto at the eleventh hour a deal under which the Commission was to fund a series on Channel 4 which would have provided in-service training for teachers, industrial trainers and

others involved in handling YTS trainees. Mr Morrison made it plain to the Commission's chiefs that he wanted the MSC to concentrate on improving its image on television, and not to waste time encouraging programmes simply for their educational value.

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What also emerged very quickly is that a lot of school staffs don't understand much about the YTS, a condition they share with many of those in industry and a high proportion of the youngsters for whom it is all intended.

The best internal justification for the series is its discovery that the shopfloor supervisors actually responsible for trainees rarely get sent on the MSC-funded training courses.

If Mr Morrison was watching last Sunday's final programme, he must have had his gut belief that the MSC shouldn't be helping this sort of thing along profoundly strengthened.

A bunch of people working in the scheme and plainly committed to it said a lot of hurtful things about the damage that ministerial interference with the basic YTS concept is doing. And Mr Ken Atkinson, the MSC's director of youth training, knew better than to argue with them.

Mark Jackson

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Parental choice attacked

Spare school places must be taken out of use so that parental choice is limited, the latest publication from the Socialist Educational Association (SEA) says.

In a booklet called *Facing up to Falling Rolls*, the association sets out three ways "to counter the worst ills of the social hierarchy created by parental choice".

One is to encourage all schools to be equally good, by positive discrimination, if necessary, the booklet says. Another is by continued involvement of parents throughout the whole of the child's school career. But the only truly effective way, it concludes, is to limit the amount of space capacity around. "That means closing schools."

The SEA appears to believe, however, that popularity with parents should determine which schools should close.

Many popular schools are now operating below true capacity because education authorities have fixed their operating limits low to protect neighbouring schools, it says. "It is a situation of maximum wastage and maximum dissatisfaction."

The association believes that comprehensive schools with sixth forms need eight or nine forms of entry (an intake of 11 of 240 or 270) to provide a varied curriculum but that 11-16 schools can be smaller.

Rather than wiping out a whole institution, it supports merging two schools. This means that the new school appoints from existing staff and those teachers not appointed can be redeployed, the booklet says.

Facing up to Falling Rolls, published by the SEA, 110 Humberstone Road, London E13, price 20p.

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VISITS TO PARLIAMENT

The Education Office reveals that owing to restoration work in the Palace of Westminster there will be no Autumn Visits Programme for schools in 1984. A full programme of visits is planned for 1985.

CONFERENCE

March 17 - National Association for Gifted Children and

OVERSEAS

Congress takes on a question of faith

UNITED STATES

Peter David on the revival of the prayer in school issue.

Education was thrust into the forefront of the American Presidential race last week when Congress began what promises to be a marathon debate on a constitutional amendment to allow schools to organize prayers—a practice outlawed by the Supreme Court in a controversial ruling more than 20 years ago.

The amendment, which has been introduced first in the Senate, is strongly supported by President Reagan. In a speech to the National Association of Evangelicals in Ohio, Mr Reagan said something had gone "haywire" when the United States Constitution was invoked to let Nazis and members of the Ku Klux Klan march on public property and to prevent school children from saying a prayer in school.

Organized school prayer was outlawed by the Supreme Court in 1962 on the grounds that it violated the First

Amendment, which separates church and state. The court ruled that a voluntary non-denominational prayer drafted by the New York Board of Regents could not be recited in schools without breaching the Constitution.

The Regents' Prayer, as it came to be known, said: "Almighty God, we acknowledge our dependence upon thee, and we beg thy blessings upon us, our parents, our teachers and our country."

Restoration of school prayer has been a rallying cry for American conservatives ever since. It was a key element — along with the abolition of abortion and giving tax incentives to private schools — of the "social agenda" President Reagan promised to implement after his election in 1980.

Opponents of school prayer have been quick to accuse President Reagan of reviving the issue now simply to help him in the forthcoming election campaign.

Mr Thomas ("Tip") O'Neill, speaker of the Democratic-controlled House of Representatives, complained that the President was not a regular churchgoer. And at a Washington news conference, spokesmen for several mainstream religious groups warned against the "manipulation" of theology

for political ends.

But after only one week of debate the issue has already aroused strong passions. An all-night session of the House of Representatives was accompanied by a rainy prayer vigil on the steps of the Capitol by groups supporting the amendment. Inside, tempers flared when one congressman called America "a Christian country". She later apologized.

The Republican-controlled Senate, however, offers the best opportunity for proponents of the amendment to score a legislative victory. While debate on the floor last week centred on the intentions of the framers of the American Constitution, supporters of the amendment spent most of their energies on attempts to find a form of words that could be accepted by Senators who were still undecided.

The version supported originally by President Reagan said that nothing in the Constitution should be construed to prohibit individual or group prayer in public schools or other public institutions.

It added: "No person shall be required by the United States or by any state to participate in prayer. Neither the United States nor any state shall compose the words of any prayer to be

said in public schools."

To win the necessary two-thirds majority, however, the architects of the amendment have proposed numerous alternative versions which incorporate stronger safeguards against the prospect of school pupils taking part in prayers simply to conform with their peers. One version, for example, would permit silent prayers only.

Critics of school prayer argue that no institutionalized activity within a school is genuinely voluntary. Mr William Howard, president of the National Council of Churches, said it was unrealistic to expect impressionable children to brand themselves "oddballs" by separating themselves from the rest of their peers.

The amendment is opposed by many mainstream religious groups for another reason. They say a prayer acceptable to all denominations in schools would have to be stripped of most specific religious content and rendered virtually meaningless — or would be imposed by whichever religious community had a local majority. A majority of Americans, however, would like to see prayer restored to a nativity scene as part of a Christmas celebration without violating the constitutional separation of church and state.

which will prevent the Democrats from opposing the measure as fiercely as they might if an election were not imminent.

Intriguingly, opposition in the Senate is being led not by a Democrat but by a liberal Republican, Connecticut's Lowell Weicker. In a forthright speech at the start of the debate, he pointed out that the Supreme Court had never outlawed prayer in schools. Only organized prayer had been prohibited because it was not truly voluntary.

A victory in the Senate would not be enough to change the law. Constitutional amendments must receive two-thirds majorities in both houses of Congress and be endorsed by three quarters of the states — a laborious and uncertain procedure: as champions of the Equal Rights Amendment have discovered.

There are indications, however, that the source of the conservatives' wrath — the Supreme Court itself — might be shifting its own position on the prayer issue. In a controversial ruling last week, the court ruled by five votes to four that a municipality might pay for a nativity scene as part of a Christmas celebration without violating the constitutional separation of church and state.

Lessons Britain can learn from the Commission

John Banks reports on transition projects in the EEC

"Is there anything we can learn from Europe?" is the usual question British people ask about any European Community programme. If secondary school tutor education and the transition years (14-18) in particular, are your concern, the answer is "yes".

There is so much talk about new general principles and long-term aims for the curriculum in secondary schools that I am reminded of the story of the raccoon. The raccoon was very jealous of the squirrel because he had nuts all the winter and the raccoon did not. So he asked every animal he met how he could have nuts in the winter like the squirrel. No one could solve his problem until finally he met the owl. "Perfectly simple," said the owl. "You just need to become a squirrel."

"Oh, but how do I do that?" said the raccoon.

"Oh, don't ask me that," said the owl. "I'm a policy man and that's an implementation question."

The raccoon's problem recurs every time we decide to be ambitious in education policy: we arrive (occasionally) at a consensus to introduce new ideas — primary mathematics, new curricula for young school leavers, or (as now) new standards at 16-plus. But the gritty question is *how* do you set about implementing them? What form should these ideas take, in practical language, if one wants to see them applied in the classroom?

Sir Keith Joseph's four principles, to be applied to secondary school curricula — breadth, relevance, differentiation, and balance — is a classic case. "Relevance" must be the most generally-endorsed criterion for the secondary school curriculum, with an ancestry that goes back into the nineteenth century. But how do you teach a "relevant" curriculum?

So the interesting question, after five years' work on 30 transition pilot projects, is whether the European Commission has anything to offer. Are there any practical, operational ideas or suggestions which British educators could pick up in the results now coming forward from the Commission?

The first (1978-82) Transition Programme directly addressed such questions as how to motivate the "school-leaver" or apathetic student, and those who positively reject school. It looked at new styles of learning, new contexts for learning and (largely in the UK) new forms of assessment. It analysed the use of different kinds of work experience. It produced new ideas on staff development programmes.

Among its conclusions are that for students rejecting school, there are four key factors:

- There is a greater chance of success with courses located outside the normal/traditional education system in different physical surroundings.
- The social environment in which they learn is even more important.
- They should be encouraged and enabled to take responsibility for their actions, guided by staff.
- They should participate in making decisions which affect their whole group.

Competencies concerned with personal development and inter-personal

relationships (self-confidence, the ability to cooperate) can only be learnt through action. Action — or active learning — and opportunities to reflect on the experience of action, with adults as well as peers (for instance after a work experience period) should go together.

Successful guidance and counselling systems in education are likely to:

- be well-integrated into the curriculum
- provide comprehensive and accessi-

SCHOOLING

INEUROPE

Three pages of special reports

ble information, especially local information

- include client-centred counselling
- involve the local community.

These are no more than a quick selection of points. Even if a good deal of them sound familiar, perhaps not all are. And the Commission's main report, *Policies for Transition*, will provide a handy check-list of ideas.

Some ideas that have come from the programme are already being translated and taking root in foreign soil. The Transition Tutor was an idea produced in the Clydebank project: a sort of guidance-counsellor-cum-teacher with a special role for transition pupils. The idea is being adopted and tried out in Luxembourg.

Youth Information Services were the special brainchild of the Scottish Community Education Council's "Young Scout" project, now in its fourth year. The idea has been exported to Denmark where "Ung ABZ" is now being printed, and to Rome where a computer-based youth information store has been set up. So already there has been plenty of free trade in this Common Market programme. The pool of ideas produced has led to a good deal of education espionage, poaching, and borrowing of all kinds.

Already available, free on request, are two "Guides" (100-page "readers" of practical advice) on work experience, and staff development. Later this year two more, on the Transition Curriculum and New Developments in Assessment, will appear.

Policies for Transition — referred to above — will appear in the early summer. It includes the main results, in check-list form, for all concerned with policy and practice in education to training for 14 to 18-year-olds.

I think they will make good reading for raccoons.

Readers interested in obtaining copies of the publications (or ordering copies of those yet to appear) should write to the Programme Information Office, IFAPLAN, Square Ambiorix 32, 1040 Brussels, Belgium.

John Banks is a member of the Commission's coordinating team for the Community's second transition programme.

Didacta '84

Didacta, the largest educational exhibition in the world, opens next week in Bielefeld. About 300 companies will be represented, including 60 British companies among them a group of 15 which make up the Great British Micro Show, an impressive stand drawing attention to both hardware and software products.

Didacta has developed an even more international flavour since it was decided to hold it outside Europe every third or fourth year. Last year it was held in Singapore, where the Great British Micro exhibition attracted considerable attention. Next year it will be held in Stuttgart. Most of the exhibitors this year are European but there is also a large contingent from outside Europe, especially Australia, the United States and Japan.

Didacta '84 is on from March 20-24.

Rebel scouts



Breakaway troops go for tough outdoor activity.

An acrimonious ideological struggle within the 38,000-strong Danish scout movement ended dramatically in February with the foundation of a new maverick scout corps in Denmark.

The renegade troop, called "the Danish Girl and Boy Scout Corps of February 25, 1984", after its date of formation, has initially attracted 250 followers. It aims being to "turn the clock back" on Denmark's progressive scout movement which, the breakaway troop's founders maintain, has grown "soft" and abandoned the traditional Baden-Powell concepts of self-reliance and good, clean fun.

Instead of exciting unpolitical outdoor activities like team sports, camping, hiking, setting up camps and lighting campfires by rubbing sticks, Denmark's modern scouts are stultified by passive indoor activities like drama, discussion groups, and even subjected to leftist political indoctrination, one of the splinter group's founders, Mr Poul Wilcke claims.

"We think that there should be a greater accent on competition and team work," Mr Wilcke, a 33-year-old Copenhagen restaurateur and a scout of 25 years standing, told *The TES*. "The number of scouts has dropped in Denmark by a fifth in the past decade because there is not enough challenge."

Denmark's rebel scout troop has caused something of a stir here as it's tenets and very existence challenge one of the sacred principles of the regular movement and indeed of the entire modern Danish education system — that competition is bad for children. Progressive Danish educational policy insists that cooperation, not competition, should be the cornerstone of a child's education in school and leisure time, in the belief that encouraging schoolchildren to work together rather than against each other is best for their emotional development.

Unlike the competitive classroom atmosphere prevailing in most Western European countries, there are no compulsory examinations at Danish state schools for the first eight years, up to the age of 15, a credo of non-competitiveness now challenged by the rebel scout troop, which plans to bring back khaki uniforms with short trousers to replace the current jeans-type clothes introduced in 1973.

The stress is once again to be put on discipline and tough outdoor physical activities and the new troop is to instil its recruits with the old scouting values and virtues including how to hoist the Danish flag with due decorum.

Mr Wilcke reports an enormous interest in the new troop from schoolchildren disenchanted with the soft-line mainstream scout movement.

Christopher Follett

Caught in the gap

AUSTRALIA

Luis Garcia on the staff shortage caused by youngsters staying on

An unexpected surge in secondary enrolments for the 1984 school year will force the Victorian state government to hire another 500 teachers, and to find at least A\$10m (£6.25m) to pay them.

And in New South Wales, acute shortages in teachers have been reported in three main areas: mathematics, science, and industrial arts — despite the fact that there is a very large "waiting" list of unemployed teachers.

The extent of the problem is proving a great embarrassment to educational authorities.

Over the past 12 to 18 months, federal and state governments of all political persuasions have waged a public campaign to encourage more young Australians to complete their secondary schooling and, if possible, to continue their education at a tertiary level.

At present, the proportion of Australian students who complete the final two years of secondary schooling (which is the main prerequisite for entry into tertiary institutions) is relatively low.

The politicians see a highly-educated work force as the panacea to the problem of youth unemployment, which is already running at about 25 per cent, well above the overall national unemployment rate of just under 10 per cent.

Now it appears that the exhortations

by federal and state governments to young people to stay on at school, have had an effect — but with no money to pay for the outcome.

The situation in Victoria has been particularly embarrassing because it means that for the second year in a row, the Education Department there has grossly underestimated how many students it expected to enrol in state secondary schools.

The department has budgeted for an increase of only 4,000 students in secondary schools. Instead, an extra 7,000 students turned up, leaving high and technical schools across the state without enough staff, and students without classes to go to.

As one local newspaper put it, the bureaucrats failed in their arithmetic. The crisis has led to calls for a parliamentary inquiry by the Victorian high school principals' association, which claims that the government had ignored its warnings of staff shortages and increased enrolments.

The president of the association, Mr Richard Davies, said that the government deliberately understaffed schools in line with its conservative estimates when in many cases school principals had advised the department that such estimates were unduly low and that serious staff shortages would result.

The Victorian minister for education, Mr Robert Fordham, said that the massive increase in enrolments was partly due to the unemployment situation and the limited number of jobs available to school-leavers.

The situation in New South Wales is slightly different. Enrolments have gone up but, except in very few cases, estimates have been almost spot-on in secondary schools.

Primary reform to nip trouble in the bud

FRANCE

Mary Follain on the latest level of socialism's changes

Following his attempts to reform the universities and both the lower and upper secondary schools, and only two days after a massive demonstration in Versailles against his plans for private education, a subdued-looking M Alain Savary, France's Education Minister, presented his plans for primary school reform to the press.

As part of the Socialist Government's effort to bring the whole of the state education system into line with a changing society, the minister's proposals reflect the overall aim for greater equality in an educational system.

They include more team teaching and closer cooperation with parents. Schools are also urged to cooperate more closely with both nursery schools and lower schools, in order to ease transition within the school system. More in-service training is proposed, as is a system of evaluation of individual schools, to be carried out by the schools themselves, and by the inspectors.

His recommendations are based on a report compiled not by an education specialist outside the government as in the case of the colleges and the lycées, but by his colleague, M Jean-Marc Savret, director of primary and nursery schools.

M Savret's findings are the result of the most widespread consultation ever conducted in France on the subject, but they were unenthusiastically received both by the press and by representatives of teachers' unions. A journalist from *Le Monde* remarked that he could see nothing new in the proposals and asked what reason there was to suppose that they would succeed this time round.

M Savret replied to the effect that many were already being im-

plemented, but that some schools had yet to get the message.

Primary schools in the state system are often blamed for difficulties experienced by children in lower secondary schools and the report admits that their tarnished public image has led to a loss of confidence on the part of the schools themselves. Poorly explained reforms and instructions imposed on barely-trained infant school teachers by previous ministers have led to disillusionment.

M Savary does not intend to abolish activities introduced by former education minister, M Rene Haby, which are intended to stimulate a child's desire to learn, but promises that more guidance will be given to teachers in this part of the curriculum.

M Savary has also promised that primary school teachers will be better trained in future: "One in two has never received any initial training worthy of the name." Special attention will also be paid to developing pupils' reading skills.

By the time they arrive in secondary schools, many pupils have still not mastered the three Rs and while the number of pupils who complete their primary schooling without ever having to repeat a year has increased slightly (from five out of ten to six out of ten), the percentage of those repeating more than one year has increased from 4 to 6.5 per cent.

Private school fees are relatively low by English standards, rarely more than £80 a term and in areas with a high immigrant population, parents often opt if they can for a fee-paying primary school whose teachers are thought to be better qualified than those in the public sector and where disciplinary standards are usually higher.

French nursery schools are often of a very high standard indeed and it comes as no surprise to learn from the report that children who have been to one do better than those who have not.

The difference is still perceptible in secondary schools. The more years they spend in nursery schools, the better their performance higher up.

OVERSEAS

Seeking a voice of their own

Donald Fields on mother tongue teaching in Scandinavia

Since mid-January a "strike" at the Bredby School in Stockholm by 118 pupils of Finnish parents has highlighted the extremes to which emotive demands for the provision of teaching for immigrant children in their own language can go.

By far the largest immigrant group in Sweden, the Finns, believe their case for more instruction in their native tongue at all levels is reinforced by their membership of the Nordic Community, which gives all citizens the right to communicate with the authorities in their own language, and the bilingual status of their own coun-

tries of Swedish schools.

Shortly afterwards Ms Anita Gradin, the Immigration Minister, said in Stockholm that Sweden would never become a bilingual country.

In contrast, some of Sweden's newspapers have expressed strong sympathy for the Finns' case, a case which is complicated by uneven local provision for home-language teaching throughout Sweden.

Not that Sweden's law-makers have been backward in devising a framework for immigrant education. On paper, at least, theirs is probably the most enlightened model in the world. The 1977-78 Home Language Reform, strengthening the status of minority languages, was motivated by the wish to give immigrant children more pride in their own cultural heritage, better opportunities to learn Swedish, and the chance to re-adjust if their families returned to their native country.

The Act states: "The local authorities will arrange home language instruction for every child whose parents or guardians request it." There is no limit to the proportion of teaching that can be conducted in the student's language, and municipalities are empowered to draft annual action programmes to support immigrant children at pre-school, comprehensive and upper secondary school level.

By 1980, the number of classes in 60 home languages had swollen to 600. The main patrons among the 50,000 children enrolled were drawn from the 37,000 Finnish pupils in Sweden. In the last three years, however, budget cuts-backs and differing interpretations of the law have blurred the issue.

The problem has been exacerbated by aggressiveness towards outsiders by some Swedes, who are loathe to recognize that one-tenth of the total population already consists of immigrants of first or subsequent generations.

Finland has nearly avoided Sweden's problems by rigorously limiting immigration. However, numerous examples show that its own treatment of aliens — despite the forthcoming half-hearted reform of an act described as "on a par with Albania's" — is nothing to brag about. As a letter to the country's leading newspaper, *Helsingin Sanomat*, points out, it has largely ignored the linguistic aspirations of its 4,000 Lapps, who are full-fledged Finnish citizens: in this respect, the contrast with neighbouring Norway is stark.

One of Finland's greatest achievements has been to grant equal educational and legal status to its Swedish-speaking minority — composed of descendants of colonists who settled during the era of Swedish rule (1323-1809). Swedish-speaking children attend separate schools giving instruction in their own language. Because the minority has been declining and because it is widely respected for the bridge-building it does towards Scandinavia — the Finnish v. Swedish language battles have become ancient history.

However one populist politician, Mr Veikko Vennamo, has chosen to resurrect linguistic friction in a manner that can hardly increase respect for the Finns' case in Sweden. He contends that Swedish speakers are given a "disproportionate" share of top official appointments.

Meanwhile, the Swedish Government has proposed that Nordic (that is, Danish, Finnish, Icelandic and Norwegian) immigrants living in Sweden should be allowed to vote in parliamentary elections, in addition to the suffrage already granted to all adult immigrants in local elections.

Townsend Thoresen present A Major New Award Scheme for young people The Young Superstars

Townsend Thoresen are proud to announce the start of their exciting new Award Scheme for young people. Its aim is to encourage all-round enjoyment of sport in the young of today. The Scheme combines a whole range of different sports and activities, offering a challenge to all abilities and all ages from 8 — 18, male and female.

The Young Superstars Badge Award Scheme is supported by many of Britain's top sports personalities. They recognise the tremendous benefit that such a scheme can bring to so many. Participation in a stimulating variety of physical activities and achievement of a hard won personal best. They also see the Young Superstars as a springboard for the national stars of the future.

Schools and Colleges already have the details. So aspiring Superstars should talk to their teacher or P.E. Instructor right away.



If you have difficulty in obtaining details please send stamped addressed envelope (8 1/4" x 11 3/4") to Townsend Thoresen (Badge Award Scheme), Enterprise House, Ashbury Avenue, London, W14 9AT, Tel: 01-234 1111.

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OVERSEAS

A thousand days of Mitterrand rule

Mary Follain looks at French education under socialism

Just under a thousand days of socialism has put French education into turmoil. A vast programme for the reform of the system has slowly emerged under the direction of M. Alain Savary, Education Minister, an experienced and skilful negotiator who has been careful not to repeat the steam-roller tactics of some of his predecessors. His method is one of persuasion rather than coercion and of consultation at grassroots. Whether he will succeed where others have failed remains to be seen - President Mitterrand has still over four years left of his seven-year term.

Mitterrand's election in May 1981 raised high hopes in the teaching profession, a large part of which blamed the present chaotic state of French education on 25 years of right-wing government.

"Everything begins at school," said Mitterrand in his election pamphlet, and everyone should have the right to an education of quality which must be brought into step with the modern world. His programme promised a unified, egalitarian and democratic system, with more teachers being recruited and more money being spent on education.

The Socialist answer to unemployment includes improved vocational training for young people and one of the aims is to make sure that every school-leaver has some kind of qualification or diploma.

Mitterrand wants both a reform and new prestige for technical education. At the end of their second year in comprehensive, many French children are already channelled off into this strand of education. Their chances of getting into a traditional *lycée* (which prepares pupils for the *baccalauréat*) are practically nil.

Mitterrand has said that technical education should cease to be looked on as a quick way out of the education system for pupils who cannot cope with the "noble" subjects, such as maths and French, which make up the core of the traditional curriculum. It should be possible, he maintains, for such pupils to reintegrate into the classical system by links kept open between the technical or "professional" *lycées* and the traditional ones.

"There is more than one way," writes President Mitterrand in the same pamphlet, "of acquiring culture and knowledge." More time should be devoted to artistic subjects, to sport and to extra-curricular activities aimed at helping the young to find their feet in a modern society.

The President's ambitious plans for French education function within a decentralization programme which is slowly devolving more power to local authorities and which has been described officially as both "the key and the framework" to his education reform.

But little has changed in the complex hierarchy. At its head is the Education Minister whose powers are still enormous. France is split into 26 *académies* governed by a *recteur* who represents the minister in the region and who is assisted by the *inspecteurs*, whose duties are far more extensive than their title implies. At the very bottom of the pyramid are the schools and their heads. It is all like a series of Russian dolls - remove one official and you find

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another immediately beneath him. Local authorities have been acquiring greater responsibility over the past 20 years and the next school year should see an increase both in their powers and in those of the schools themselves, although these will still be very limited by English standards.

M Savary is trying to introduce a "tripartite administrative system" into schools which will give greater say in their running to staff, parents and locally elected councillors.

The ministry has also defined certain areas where education standards are particularly poor, as "priority zones" which are to receive extra resources.

Finding those extra resources is not going to be easy. After an initial period of largesse, the Government has had to trim its education budget severely and this is affecting the whole reform.

One of President Mitterrand's priorities - teacher training and re-



President Mitterrand says that more time should be devoted to artistic subjects, to sport and to extra-curricular activities aimed at helping the young to find their feet in a modern society.

ruitment - is obviously falling foul of the reduced budget, although M Savary announced last month that 16,000 new posts will be filled by 1988. The least-qualified of secondary teachers are, at last, receiving some training but students fresh from university with the highest of qualifications, the coveted *agrégation*, may still face their first class totally unprepared.

That headache is surely the state of French university education. An attempt to move higher education more democratic by including the elitist *grandes écoles* in his reform, founded very early on. These schools are the Oxbridge of French education with the difference that the alternatives are poorer, and all but one failed to wriggle out of M Savary's net.

M Savary's reform of the universities includes a complete remodelling of the syllabus. Beginning with the first two years of study for a degree course, he has asked them to submit their plans for an entirely new syllabus, drawn up according to guidelines issued by the Ministry. Fifty per cent of students drop out during those first two years, partly because there are no selective entry procedures, or at least, no official ones. The *baccalauréat* entitles the holder to university education and although some universities have been surreptitiously selecting candidates prior to 1981, M Savary has said firmly that there must be no selection.

Instead, students are to be guided in their course of study once at university and courses, he says, must be modernized and made more varied.

In addition to the very nature of French educational system, a tighter budget and slow process of decentralization, the socialists' reform has yet another obstacle to overcome. This is the refusal by the Catholic schools to even negotiate on several key proposi-

tions put to them by M Savary. Private schools cater for just over two million pupils (one in six) and over 90 per cent are Catholic. Most have their teachers' salaries paid by the state which also contributes to running costs. President Mitterrand's election promise to bring the private and state systems closer together has provoked another episode in a hundred years war between the two.

Between 500,000 and 800,000 parents walked calmly through Versailles two weeks ago, holding a series of five demonstrations on the theme of freedom in education to a triumphant climax only weeks before M Savary is due to present his new private education bill to the National Assembly.

Opinion polls have already shown that over 70 per cent of the French are in favour of a private system partially financed by the state. Just as strongly opposed to the very existence of the private sector, which they see as undemocratic and socially divisive, is the teachers' powerful union, the National Education Federation, which together with the National Committee for Lay Education, has been noisily urging the Government to show more muscle in its arduous negotiations with the Catholics. Propositions and counter propositions have been bouncing back and forth between the Ministry of Education and the Catholics for the past two years. And private schools negotiators are now awaiting M Savary's response to their latest suggestions.

The National Committee for Catholic Education has rejected the suggestion that private schools should take part in the new area-by-area groupings in order to qualify for funds, which they feel would make them too dependent on local authorities. They are also refusing to allow voluntary accreditation of their teaching staff which, they believe, would be tantamount to letting the enemy in through the back door.

There were signs last week - even before Versailles - that the Government was backing down, to the bitter disappointment of the traditionally left-wing anti-clerical lobby for whom free liberty is to be found only in state schools.

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OVERSEAS

A Basic revolution for staff and pupils

Lynn George explains the background to a teaching breakthrough in the Netherlands.

A class of Dutch 10-year-olds are sitting in a circle explaining to the others simple experiments they have just done on leverage. One child with a upturned glass of water stuck to a piece of card comes dangerously close to the class teacher and "accidentally" tips the contents over him. Class and dripping teacher roar with laughter. Informality, primary science and working individually are nothing new to British primary schools, but they are a recent breakthrough in teaching style for the Netherlands.

This school, De Schutse (the shelter) in Maasland, is a Basic School, a new type for 4 to 12-year-olds, which will replace separate nursery schools for 4 to 6-year-olds, and primary schools for 6 to 12-year-olds.

The combining of the two into one primary type by August 1985 is the most complicated operation ever undertaken in Dutch education, involving the integration of 15,000 state, private and denominational schools, two million pupils and 75,000 teachers. It also demands an enormous change in attitude from teachers themselves, particularly the majority of primary school ones who are largely in the talk and chalk groove.

Since the early 1970s, however, there were enlightened thinkers in the Netherlands who recognized the drawbacks of the present two-tiered system. The transfer from child-centred nursery classes at six to classical primary ones was seen as a barrier to the continuous development of the child especially when too little attention was given to individual differences and creative skills.

The new Basic Schools, unlike com-

In 1973, the School Innovation Committee was set up, and under their guidance schools favourably disposed towards change were invited to participate in official experiments for at least two years while receiving financial aid. Schools could choose to participate in integration experiments which departed from existing legislation on nursery and primary schooling, in cooperative experiments between

prehensive ones were never a political issue and few would argue with the noble intentions of the Act. Yet, if 15 years preparation for the schools is taken into account, the conversion in schools to a new teaching style is laboriously slow. As well as a deeply rooted scepticism towards educational reform among Dutch teachers, the other obstacle is bad timing.

Last October, schools participating

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nursery and primary schools within the existing legal framework; or individual experiments concerned with reforming teaching methods and lesson content.

In 1977, approval for reform was given when Dr Jos Van Kemenade, the then Education Minister, presented a draft Bill for the new Basic Schools which parliament accepted in 1981.

The new Basic Act aims to develop the "whole" child, something new in Dutch schools, in an "uninterrupted process of education, development and learning". Put simply, schools have to pay more attention to individual pupils, introducing more creative skills, and have a broader-based curriculum to include subjects like English, biology, music and movement and projects. In the new Act nursery teachers are given the same status and salary as primary school teachers providing they follow a part-time diploma course qualifying them for the new schools.

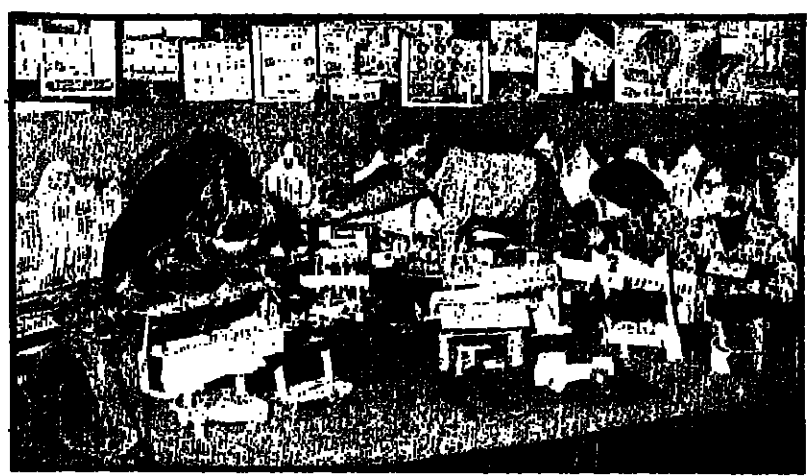
The new Basic Schools, unlike com-

in experiments presented Mr Wim Deetman, the Minister of Education, with a report expressing their concern that cuts were threatening to destroy the achievements so far, and were turning "operation Basic School into a juristic and administrative procedure only".

Cuts in schools have been largely felt in steadily increasing class size (the maximum is now 32). Even De Schutse with a motivated teaching staff and featured in a film made by the Education Ministry to show other schools how it can be done, may well have to take a step backwards when money runs out next year and they are faced with cuts in personnel.

Mr Wilde, director of the General Pedagogical Study Centre, (APS) in Amsterdam, one of four support organizations for implementing ministerial policy, was instrumental in trying to get in-service training for the new schools off the ground.

"In 1975, we set up retraining pro-



The De Schutse, one of the new Basic Schools

rammes on a large scale so that in seven years all the teachers could follow such a course." However, to safeguard the "freedom of education" and also to safeguard hundreds of millions of guilders needed to pay teachers to cover for those during the training, the courses were voluntary and unpaid.

The courses folded in 1983 partly because of a lack of competent people, partly due to a lack of funds, but mainly because the teachers were not paid and the courses were boycotted by teachers unions.

The guidelines of the Act itself are also open to wide interpretation. One of the underpinnings of the new Basic Schools is a school work plan to replace the old style school syllabus, which individual teachers could interpret as they saw fit.

Now every year, the staff of each school has to sit down and collectively agree on how to translate the contents of the Act in terms of lesson content, teaching methods, and age grouping for their own school. No longer will it be possible for one teacher to give more homework than another, or to use a different method for the teaching of reading than her colleagues.

Mr Wilde says: "Since 1975, the APS and other support organizations have been showing hundreds of schools how to make a school work plan, and about 15 per cent now have one. The success of a school work plan depends, however, on the motivation

of staff. It is possible to make a plan that only conforms to the minimum demands of the act, so that by 1985 most schools could have a plan, but whether they will be giving child-centred education is an entirely different matter. It is a tremendous task for the school guidance services to make sure the content of education also changes."

But because of a lack of clear directive from the top, a certain vagueness of responsibility exists among the official back-up bodies, the school guidance and counselling services. The result is that schools vary enormously in their state of progress.

Selling the Basic Schools, too, to a largely conservative body of parents could also have been more effective. A wealth of information on the Basic Schools exists but little has reached parents. Yet because they will sit on school committees and take groups of children for topics like reading they will have a far greater influence in the new schools.

Enormous misconceptions exist among parents. Many a school has been hindered in reform by irate parents unfamiliar with learning through play accusing the schools of not teaching their offspring anything. It is particularly difficult for teachers of older primary school children to stick to their progressive guns with selective education still operative and the rigid curriculum of the traditional secondary schools looming.

higher education institutions is being prepared. In addition, work is continuing to encourage mutual recognition of diplomas and comparability of qualifications throughout the Community. Similarly education ministers have agreed to set up a coordinated network of national centres responsible for information on academic qualifications and helping recognition of university courses taken abroad.

Education in minority languages, whether of poorer regions or of migrant communities, has also been getting attention. An EEC-backed European bureau for lesser-spoken languages was opened in Dublin early in February.

There will be a special emphasis here on new technology, and training which is directly linked to a definite job contract of more than one year.

Traditional Community education policy was also given a boost recently when it was decided that more than half of the 1984-86 budget should be spent in 1984 to encourage cooperation and exchange of ideas between higher education institutions in the member countries. The Commission doubled the number of grants to be paid for visits and joint programmes when it approved 409 grants, which are expected to cost about £500,000.

It is also hoped to attract applications in new subject areas, such as the arts, a trend which is already evident this year, with a relatively large number of grants going to natural sciences and architecture.

Grants are also available for visits abroad by staff of higher education institutions. A total of 135 short-study visits by groups and individuals will be funded this year, with nearly 200 people involved - administrators, librarians and counsellors as well as teaching staff. Visits are focused on certain priority themes decided by the Commission. This year these included: recognition of diplomas and study periods abroad, financial and counselling services for these studying abroad and relations between higher education and industry.

As part of the emphasis on broadening the joint study programmes, 1983 saw the introduction of preparatory visit grants. Their purpose is to help development of new programmes through encouraging staff travel in cases where an institution has not yet decided or is in the very early stages of preparing a programme. To make the choice of a partner easier a directory of

Community of interest in tomorrow's world

Anne Good on how the EEC is meeting changes in education

three-year programme will concentrate on five main areas: training teachers; introducing new technology into school curricula; spreading awareness among parents of school children; finding the most suitable machines and software for schools; by contact and exchange of ideas between teachers, education authorities, the computer industry and universities' visits; and information exchange and seminars. A seminar on training for teachers in new technology will be held in July in Newcastle.

The tiny budget of £58,000 allocated to the programme for 1984 bears little relation to the expectations with which it was launched. But the scheme, like all EEC education policy, is hampered by the unwillingness of member governments to allow any community control over their education systems.

As regards overall EEC training policy, the European Social Fund last year underwent its first major overhaul since 1977 in response to soaring unemployment. The especially among young people. The transformation of training was planned to make it more flexible and effective, but the practical impact is not yet certain, especially as the initial proposal has been considerably watered down. When the first projects have been approved for funding next July, the pattern of the new ESF should become clearer, a Commission official said.

Reorganization of the fund, agreed by the Commission in October 1982, and a stormy passage through the European Community institutions in 1983 as ministers fought with the European Parliament, over the "youth quota" - a guarantee that at least 75 per cent of the fund's resources should

go towards young people. Despite opposition from Parliament and criticism that it was merely "cosmetic" by Ivor Richard, Commissioner for Employment and Social Affairs, the quota has remained.

In June, education and employment ministers also promised to do what they could to provide at least six months training for all school leavers.

In December, the Commission agreed its guidelines for the increasingly difficult task of choosing which projects to finance with ESF money during 1984-86. Demands for funding doubled in 1982, while the budget only increased by 42.4 per cent. In the 1984 budget, the ESF has been increased by 8.6 per cent to just over £1,000m, following a battle by Parliament against cuts proposed by member governments.

As applications this year are expected to outstrip available funding even more than in previous years, the new guidelines will play a key role in deciding who gets a slice of the meagre cake.

When the 75 per cent youth quota is allocated, projects getting preference will include those offering basic vocational training, including work experience (lasting at least six months), for young people who have just finished full-time compulsory education, and those offering full-time or part-time training to give higher skills or more suitable qualifications to young people who have already had some training or work but who have found they no longer fit into the changing labour market.

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Caroline Cuss examines the role of computers in West German schools.

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A teacher from a secondary modern school gazed wistfully at a BBC micro-computer. "These things are beyond our means." The moment of longing happened at last month's seminar, "Micro-electronics in British technology teaching", arranged by the German engineers' association (VDI) and the British Council. A team of speakers from the National Centre of School Technology, and the Micro-electronics Education Programme came to Dusseldorf to give lectures and demonstrations, accompanied by a range of British hard and software.

The aim of the seminar, according to Dr Gregor Tyrchan, spokesman of the VDI committee on technology education in the EEC, was to demonstrate the application of micro-electronics for problem-solving in teaching and its particular suitability for technology; to show ways in which British schools were supported by industry; and to encourage those involved in education in West Germany to make renewed efforts to incorporate the new technology into teaching.

Mr Bill Roderick, head of the educational computing centre at Havering, brought the audience of about 80 West Germans from many areas of education to date with the current stage of computer development. An illustration of the ways in which micro-electronics had been incorporated into the teaching of design technology was given by Mr Geoffrey Shillito, director of NCST, who placed particular emphasis on the view that technology brings children into contact with the world outside school.

Mr Graham Bavis, national coordinator of electronic control technology

at the MEP's Hampshire centre, demonstrated how a basic grasp of the circuit board can be communicated to 11 to 13-year-olds. Mr Malcolm Plant, senior lecturer at the NCST, talked about using micro-electronics in control processes and data logging; and Mr Brian Jackson, head of school computing at the Chelmer Institute used, *inter alia*, a model of a list to illustrate his lecture on computer-assisted problem-solving in teaching.

The VDI feels that German schools are behind British ones in using new technology. In general education, Technology, it feels, with its many applications in modern life, should be a subject at school for those who later have no professional connection with it. Control technology, as demonstrated at the seminar, is rarely taught at general secondary schools in West Germany, although a handful of grammar schools (*Gymnasien*) in North Rhine Westphalia has made innovations along these lines.

The main role of computers in general secondary education, apart from time-saving, is in the subject of computer studies or information technology. This is a largely theoretical subject, focusing on programming (usually in Pascal or Basic) and the development of "algorithmic" and thought processes in the approach to problem-solving. So far it has been mainly a sixth form subject, although in some states it is an optional subject for 14 and 15-year-olds in *Realschule* (technical grammar school) and grammar school, or it can be integrated into other subjects, usually maths.

A major factor in the whole question is, of course, equipment. The number

of schools with machines varies between one state and the next. Bavaria, where nearly all grammar schools boast three or four computers and 65 per cent of *Realschulen* at least one, is probably the best equipped. Secondary modern schools (*Hauptschulen*) however, hardly ever possess a computer and rely on donations from parents.

The uneven distribution of computers in the various states is largely the result of the division of competence. Central administration of a nationwide structure is an impossible dream in West Germany, as responsibility for education lies overwhelmingly in the hands of the individual states, while the equipping of schools is the province of the local authority. The federal government can only make suggestions through a joint government state commission for education planning, the BLK. Since 1976, it has spent about £6.5m to support 40 pilot experiments in various aspects of new technology in individual states and will make further sums available.

Herr Manfred Kremer, a senior government adviser at the Federal Ministry for Education and Science, said the main problem was not finance, but teacher training: curriculum and software. Generally speaking, computer studies is not a regular subject in teacher training courses; but it can be taken as a voluntary extra examination or incorporated into maths. In any case, the appointment of new teachers has slowed to a trickle due to falling rolls and lack of public funds, so the main source of teachers for the subject must be further training. So far, experience has been rather patchy, largely

because teachers do not gain any salary rise or promotion.

Some states, such as Rheinland-Pfalz, report enormous enthusiasm among grammar school teachers for further training courses in computer studies. Basic and Pascal - last autumn demand was four times the supply of places. Other states lament the allegedly negative attitude of some teachers to new technology, because teachers feel unconfident of their ability to handle computers, and also because children often learn so fast that the teacher can only just keep ahead of them. In the more traditional grammar schools, moreover, some non-maths and non-science teachers apparently take the view that such modern machinery has no place in the curriculum; this was the experience of a senior assistant mistress at the Dusseldorf seminar.

Many of those involved in education would like to see more computer-assisted learning in subjects other than maths and sciences, (where micro-computers are sometimes used in simulations or graphics). However, there is a shortage of commercial software for this purpose; although some publishers produce software, there is not a wide range.

The development of new technology education on a general and vocational level is a matter of concern for those who fear that youngsters going into jobs will not be adequately prepared to cope with firms that have installed computers. The British example seems to be setting the pace; a team of three officials from the Federal Ministry is to visit Britain in April to get further experience of what is going on there.

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Why new heads should not be put on probation



Sweated labour: a young girl filmed in a Bangkok knitting factory by a hidden camera - as seen in *Rags to Riches*.

Child slaves

Sir - May I add a fact or two to Shirley Flynn's comments on Granada Television's *Rags to Riches* documentary about Thai working children?

This society has reported on the exploitation of children in Thailand to the Working Group on Slavery - a subsidiary body of the Commission on Human Rights. It has also published a booklet, *Child Labour in Thailand*, (£1.50 incl. p&hp).

Bangkok has the world's largest open market in children where £70 will buy a boy or girl and where receipts are provided.

Children of five or six, much younger than those mentioned in the programme, may be bought, and Thailand has millions - literally - of school-age

children exploited at work.

The alternative to sweated labour is not, as Shirley Flynn suggests, prostitution, for the sad truth is that the prettiest children, boys as well as girls, are taken for sexual exploitation before the sweat shop owners make their choice.

A measure of the problem may be deduced from the following words of the chairman of the National Youth Council of Thailand: "... we cannot be too rigorous in opposing the use of child labour because it would reduce productivity and harm many businesses".

ALAN WHITTAKER
The Anti-Slavery Society for the Protection of Human Rights
183 Brixton Road
London SW9

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Merit awards

Sir - I concur with Ted Wragg (TES, February 24) in his hope that the issue of merit awards will be fully debated and believe strenuous efforts are being made by large sections of the teachers' unions to ensure this. What is less than helpful is his interpretation of the rewards and nature of assessment as it will affect the majority of teachers - those on Scales 1 and 2.

By virtue of the raw material with which teachers have to work they acquire great quantities of patience and reason. Even such great stores of these qualities will be quickly dissipated by the suggestion that the proposed Main Professional Grade holds out no more hope than an extended Scale 2.

Most teachers realize we have sold out too easily in the past for a short term gain. We won't make the same mistake again and with less than £1,000 separating those of us on top of Scales 1 and 2 there is little danger of any breaking of ranks. Nor do we envisage a return to the system of extra allowances except in a very limited sense.

It would be unnatural if teachers were not concerned about assessment procedures and it is therefore incumbent on participants in the debate to approach this with care. What makes the issue explosive is the nature and mechanisms of assessment.

His emphasis on the difficulties management has had or may have does not fill my eyes with tears. It would have been more valuable to comment on existing methods of assessment for promotion - though most of us would have great difficulty in defining these. Headteachers, I have no doubt, have a hearty sigh of relief at the prospect of being able to share the hot seat of promotion procedures.

Teaching has suffered from the existing hierarchical system. If the opportunity to make it a collegiate profession is not grasped by all sides the subsequent explosion is a risk even the most callous of participants would do well to avoid.

A T CORR
2 Spruce Park
Ballymena
County Antrim
Northern Ireland

Freudian comment

Sir - As headmaster of an independent school not included in the Assisted Places Scheme, I was interested to read Mr Clement Freud's comments (TES, February 24) on the extent to which some schools are now dependent upon the scheme for up to 40 per cent of their pupils. If it is true that any future demise of the scheme might cause serious problems for such schools, then it might also be true that, far from fulfilling its purpose in enabling bright children from families of limited means to attend the 'best' schools, the scheme might be serving as a prop for certain schools which would find it difficult to survive without it?

J S DAVEY
Headmaster
St Brandon's School
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No reason for conflict over peace studies

Sir - I was interested to read not only the speech which Sir Keith Joseph gave to the one-day conference on peace studies organized by the National Council of Women, but also the press reports on that speech.

Sir Keith went out of his way to say that the issues of peace and war should have a place in the classroom as pupils develop their reasoning powers and consider such issues as the morality of war, open and closed societies, unilateral or multi-lateral disarmament. And Sir Keith also stressed the need for objectivity and professionalism in teaching.

These are virtues which have been stressed in Nottinghamshire as the education committee has encouraged the teaching of peace studies in schools. In June 1982 the committee adopted the recommendations of a working party which had consisted of seven elected members, one co-opted church representative and nine teachers. The recommendations of that working party have led to the development of peace studies in the county's schools, but I would refute the statement attributed to Sir Keith



Peace studies should examine conflicts in the classroom and at home as well as the blood-letting in Beirut.



Joseph that "the Nottinghamshire guidelines were disingenuous about the realities of the world." The Nottinghamshire guidelines cover nearly every aspect of human conflict ranging from the home and school to the international situation and are firmly grounded on the realities and processes of the world.

The guidelines, which owe a great deal to the curriculum developed at the Atlantic College, have been commended by the British Atlantic Committee in its own syllabus in peace studies. Many of your readers will be aware that the British Atlantic Committee is dedicated to the cause of peace through NATO and nuclear

by a working party on which teachers predominated. Being aware of the sensitive nature of this issue, the committee also stressed the need for schools to explain the new curriculum development to parents and to handle it sensitively so that parents' fears can be allayed.

I welcome Sir Keith Joseph's attention to peace studies and am pleased that he realizes this is an important educational development. I share his emphasis on the need for the subject to be taught objectively and professionally and I have confidence in the competence of teachers, particularly in Nottinghamshire, to teach in this way. Sir Keith's implication that some teachers are under pressure not to be objective or professional in their presentation of issues arising from peace studies will be resented and, in the absence of HMI or any other evidence, I wonder where he derives the information on which he bases his fear that education may become indoctrinative.

FRED RIDDELL
Chairman
Nottinghamshire Education Committee

GIST or PIST

Sir - It is heartening to see that you consider the issues with which the Girls into Science and Technology Project were concerned during last page space (TES, March 2). We would, however, wish to comment on some misleading aspects of your coverage.

First, we wish to point to the amount of coverage you gave to the relationship between the project and just one school. This will give readers an unfortunate impression regarding our overall conclusions. We must redress this impression by noting two other statements from our evaluation report: "The four heads of school are all supportive of the broad aims of improving opportunities for all children and welcome the GIST project as providing some aid in the endeavour..." (hence the full title of our perceptions of the Project...) and "We should note that some teachers did point to changes for themselves, that some did point to changes in their colleagues, and that there were organizational changes..." Your heading "No role change for science girls" fits uneasily with these observations.

Second, our work on teachers' perceptions is only one part of the

evaluation of this project. It is, of course, unfortunate that we were only invited to evaluate this dimension towards the end of the project's life, and our conclusions might have been very different had such evaluation been built in from the outset. More to the point, the evaluation is still continuing, and, although we have no specific brief for this, we assume that this will include analysis of the impact of the project outside of the particular schools involved in the Manchester area.

It is important to note we requested a considerable amount of time from teachers for our evaluation work. All were willing to give of that time. This in itself is indicative of the importance they assigned to GIST concerns. As we concluded: "In all schools, consciousness of GIST concerns with equal opportunities for girls was high for staff in science and CDT, and in all schools there was considerable agreement that GIST had heightened this awareness."

Finally, we regret to say that George Payne died in December 1983.

DAVID HUSTLER
TED CUFF
Department of Educational Studies
Manchester Polytechnic

Open learning

Sir - I was amazed to read in *The TES* of March 2 that, according to Diane Spencer, I was supposed to have raised my voice "in criticism of open colleges and learning" at the recent National Institute of Adult Continuing Education conference.

Those attending the conference will recall my strong opposition was to what I considered to be undue attention being paid to the conference to matters of accreditation and validation rather than the more important topic of widening access to all by breaking down barriers and bureaucratic demarcation lines between educational institutions.

For the record, I am wholeheartedly and unreservedly an enthusiast for open learning arrangements.

PETER CLYNE
Assistant Education Officer
Inner London Education Authority
The County Hall
London SE1

Raw deal

Sir - I feel the view of the Kingston Association for the Advancement of State Education was rather misrepresented in *The TES* version of my statement (TES, March 2). We do feel that the 85 per cent of Kingston's children who are not selected to go to grammar school get a raw deal as far as secondary school provision is concerned. But while my original statement referred to the education authority considering they were providing "the very best academic education" for the grammar school pupils, I did not imply that KAASE also feels that the needs of children who pass the 11-plus are necessarily best catered for in a selective school system. We believe all of Kingston's children would benefit from the introduction of comprehensive schools in the borough.

PENNY STAFFORD
Chairperson
KAASE
c/o 1 Knightwood Crescent
New Malden
Surrey

Access to files

Sir - In their article on open school records (TES, February 24) Mike Durham and Anne Gale suggested that Leicestershire, which has an "open file" policy, in fact operates a two-tier record system.

It is correct that in very exceptional circumstances where the disclosure of information would put a child at risk, that heads may, at their discretion, withhold documents. However, they are obliged to inform parents that

these documents have been withheld. Parents can appeal against this decision to a committee made up of members of the education committee and representatives of the teachers' consultative committee. A two-tier system would negate the purpose of an open file system which is designed to promote confidence and improve communication between home and school.

N A PATERSON
Assistant Deputy Director of Education
Leicestershire

MSC managers

Sir - Your report of my reaction to the White Paper (School to Work, March 2) bore little relation to my views about the MSC. In particular, your suggestion that I hold its local managers in scorn is utterly untrue. I have never said anything to indicate that and I have never felt it. For the most part I have the greatest admiration for their abilities. I do believe that they ought not to try to second-guess the market, but it is not their fault that they have to perform this impossible task.

A recent MSC report shows that only 7 per cent of all Mode A schemes

My statement on the White Paper was not an attack on the MSC or its managers, but a warning against the dangers of monopoly purchasing power. The proper solution would be the establishment of a free market in training, but I doubt if that would be popular with the public sector, either. Incidentally, your suggestion that Sight and Sound "has succeeded in getting many thousands of the YTS trainees whom the local authority colleges had hoped would be placed with them" is ridiculous.

A recent MSC report shows that only 7 per cent of all Mode A schemes

and places are supplied by private training providers.

The same survey shows that only 3 per cent of other managing agents are buying their off-the-job training from private training providers. Local authorities and colleges of further education really will have to seek elsewhere for the cause of their troubles.

JOHN PARDOE
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Primary specialist

PETER DIXON

At a recent teachers' meeting a secondary school history teacher described with enthusiasm a "new" mode of GCE examination whereby the candidates studied a local topic of their own choice.

This involved children visiting the local record office, interviewing local people, researching in the library etc. In other words, the pupils were becoming agents in their own learning.

The idea that learning can begin with the pupil's interest and end with the accumulation of facts, skills and genuine understanding was nothing new to the primary teachers who were present. Indeed, one of the great differences between primary and secondary tends to be that in the earlier years we centre learning about the child's interests and stage of development... whereas many secondary schools tend to minimize the individuals' whims and peculiarities and present lessons in which well-ordered skills/facts are imparted.

As a former primary school teacher, I would like to highlight some of the points made by Graham Williamson ("Too little too late" TES Features, February 24).

At an age when in secondary schools I discovered that I had a smug and easily described role within the school. I taught art. But when I became a primary school teacher I taught the children everything, and I do not believe I taught my special subject any better than I taught language or PE. I had through various means equipped myself in such a way that I understood the primary child and could, therefore, teach science just as well as I could teach art.

A good primary school teacher should be able to teach whatever is deemed necessary for inclusion in the curriculum. A course might have to be attended in order to learn about IT, computers or SMP, but that is easily accomplished.

The ability to teach these new skills or ideas is what having a *strength* in primary education is all about.

I believe preparing students to become primary teachers is a process of helping them to acquire an empathy with the primary child, and what Norman Thomas HMI once referred to as the "spirit" of primary schools. Once a genuine understanding of primary education has been established, then the student cannot but help teaching in a vital and relevant manner.

The important thing is not that they should be excellent "geographers" or "artists" but that they should know in an almost intuitive way how to engage eight-year-olds with geographic or creative issues. Of course it is extremely difficult to develop this empathy but in my view it is the nub of teacher training. Unfortunately, it is much easier to develop knowledge at the student's own level and then give them a few lectures about applying it.

Graham Williamson refers to the

fact that many school inspectors are essentially "subject specialists", and that as such they view schooling in the way in which they've been trained from a subject standpoint.

Their findings, not surprisingly, point to a need for more specialists, not because they are consciously demanding more of their own kind... but because they have no intuitive feel for the other kind of specialist.

They have usually reached their elevated educational positions through increased specialization, and cannot possibly appreciate the degree to which "the success of a school is due to the stability and consistency through children enjoying regular and lengthy contact with one teacher". (Graham Williamson.)

Of course we want specialization in our primary schools, but let it be a specialization in primary learning and not a pseudo secondary school subject specialization.

Peter Dixon is senior lecturer in art at Winchester College of HE.



Imposed from above

CHRIS WINDLE

The concluding paragraphs of the HMI survey of 9 to 13 middle schools, reviewed recently (TES, February 24) imply that it might be profitable to all concerned if a measure of "subjects" given by subject specialist teachers were meted out to pupils in the final two years of junior schooling. Add to this, recent statements on proposed investigation into primary education by the Commons Select Committee on Education, hints by Sir Keith Joseph, in his North of England Conference speech, about primary school curriculum changes and finally the preoccupation of county halls with the present structure of the teaching force, and the foundations are laid for a major shift in primary school teaching methods in the not too distant future.

The basis for the proposed change appears to be economic expediency. Cuts will continue into the next few years: falling rolls and the difficulty in maintaining a viable curriculum have already occasioned closures and amalgamations among middle schools, and others are hanging on by the skin of their teeth. Should subject specialization in primary schools become a reality, what will be the effect on those small rural establishments? Already under attack on purely financial grounds, the inability of say, a two- or three teacher school to provide adequate "subject cover" would be a further nail in the coffin.

Viewed realistically, small schools are uneconomic and should close or amalgamate. But, as politicians are considerations.

A second issue is the reliability of the evidence to hand. Legitimate doubt has been cast on the data in the middle school survey. Nor, many businesses would insist, move towards radical structural reorganization in the slender (if both quality and

quantity) evidence so far offered. Children in the last two years of junior schooling would be introduced gradually to a subject-based curriculum prior to full time subject teaching in the secondary school. This, it is claimed, would enhance continuity of work across the phases and reduce the difficulties of transfer.

The assumption here is that 10 and 11-year-olds are "ready" for subject specialization prompts me to question whether this age has been chosen simply because most children transfer to second schooling at 11. Why not earlier or later?

The encroachment of "subjects" into primary schools calls into question the nature and purpose of education. Views on this are highly personal and deeply entrenched in teachers. On the one hand is the exploratory innovative, open-ended approach, buttressed by the experiences of the 1950s 1960s and 1970s, and, among others, by Plowden and Bullock, the view of education "in the round", of education "leading out". Others see education in terms of "subjects", of a body of knowledge to be learnt and therefore tested. Somewhere between these two extremes reconciliation has to be effected. The fears of a core curriculum being imposed from above into the primary school need soothing away. The anarchy from the secondary sector about "primary school methods" need to be tempered.

The introduction of subject teaching in primary schools could, however, have some beneficial effects. It could reveal some of the hidden talent in primary schools and increase the prestige and status for the individuals and the schools. Discussing schemes of work, resources and priorities, could help unite schools. There could be proper liaison both vertically and laterally, primary to secondary, primary to primary, leading to the breaking down of barriers, the isolation of teachers and schools.

Pupils of course would have the benefit throughout the whole of the primary school since they would meet more teachers. Different teaching styles and personalities could improve a child's perception of the real world.

Chris Windle is head of Sherwell Valley CP School, Tisbury, Wiltshire.

Exchange of fire

MARIAN GILES JONES

Your headline "Language Teachers scorched by Dragon" (TES February 10) is most unfair to British foreign language teachers who are making massive efforts to make their subject more palatable to more pupils, partly because genuine communication with foreigners has at last been recognized as a desirable objective of language learning, and partly to counteract the accusation from other teachers in the comprehensive school system that we never have to deal with the less able pupil.

No one with an ounce of intelligence would fail to acknowledge that more progress is made in language learning through a home-to-home exchange than by any other type of visit abroad. The osmosis theory that children will soak it all up just by being in the country is a naive and dangerous viewpoint, usually advocated by those who don't really see why pupils need to be accompanied abroad by linguists. They may soak up something, but it certainly won't be the language, unless they are directed by those who know something about it into situations that will force them to see, hear and speak.

Mr Paddy Carpenter of the Central Bureau is right when he says there are dozens of language teachers arranging exchanges with individual schools. But does he realize how difficult it is? And Dragons International are only partly right in blaming the exam system and anachronistic teaching (not unrelated, of course). The real reasons for the lack of interest in exchanges - as opposed to other types of visit abroad - stem much more from parental reluctance and naivete and the lack of understanding of the importance of such exchanges.

It is difficult to admit that Britain is not a hospitable nation, but in the context of foreign language exchanges this would certainly seem to be the case. The average continental parent is much more interested in doing the best he can for his child, and realizes that a home-to-home exchange will be the most beneficial way of learning to speak the language.

Exchanges, of course, mean that you have to put yourself out. Much easier for parents to fork out three times as much money and not have to bother. There is also genuine apprehension - the responsibility of someone else's child and only little Johnny to interpret should anything go wrong. It is also a sad fact that a

seemingly high proportion of British parents don't really seem to like spending time with their children and those of others. The contrast between an *en famille* evening spent in Britain and France is striking.

The lack of understanding of what language teachers are trying to do is quite extraordinary. It does not seem to be generally recognised that it is a skill-acquisition subject. Language teachers are commonly expected (even by I.E.S. who should know better) to teach skills without tools. In case I do not make myself clear, the tool that is necessary to make the task possible is the French child in Cherbourg or the little German in Koblenz.

Do we teach children to play the piano without a piano, to swim without water, to do woodwork without producing a pipe-rack or a table, or cookery without making scones or shepherd's pie? And yet we expect them to want to speak languages without ever trying their skills out except in the classroom. Many authorities do not even provide an assistant any more. Those pupils who are lucky enough to be sent on a school-arranged exchange are not only performing a service for themselves, but also for those not so lucky, since the little foreigners have to come back, and so, the whole school can see and hear what a French child looks and speaks like.

I write as one who, in the past four years, has arranged for 348 pupils, from my own school and others to go to France either on an exchange or on a school-based language course with family contact but not involving an exchange. All the arrangements have been made without benefit of any national organization and have involved a great deal of work and not a little worry. All have been worth every ounce of effort.

The sad thing is this. We may, as teachers, succeed in persuading our foreign friends to put our pupils up in families or dormitories without reciprocal facilities for a few years, but sooner or later the day will come when they will want us to do the same for them. Our continental friends are already retreating over the question of assistants, by refusing to accept students from local authorities who have made cut-backs.

Believe me, Dragons International, this question of exchanges has very little to do with teachers of foreign languages, but everything to do with reluctant parents, discouraging headteachers and local authorities for whom foreign languages come very low on their list of priorities. It is not the children we need to educate, it is their elders.

Dr Marian Giles Jones is Deputy Head, Ysgol Aberconwy, Conwy, Gwynedd.

Learning on the job

PETER BROWN

At the University of Nottingham a number of experiments have directly involved teachers in the training of students during the last few years. One with a group of chemistry graduates, involved students spending most of their method work time in school. At the beginning of the course, each student is allocated to a school which is used for school experience in the autumn term and teaching practice in the spring, and which the student is encouraged to regard as a resource base for research activities undertaken as part of the wider requirements of the Post Graduate Certificate in Education.

In the autumn term students spend two days a week in school and one half-day in the university. The half-day in the university is devoted to a teaching skills workshop: on lesson preparation, oral questioning, class management and control, the organization of practical work and demonstrations, assessment, oral and written communication, safety and the use of worksheets and other visual materials.

During the days spent in school, students work in the classroom or laboratory alongside experienced teachers, rather like apprentices, and are given the opportunity to develop skills without necessarily having to

take responsibility either for whole lessons or classes. For example, they undertake such tasks as developing class discussions, taking charge of practical sessions, producing and using worksheets, overhead projector slides, or setting and marking tests and other writing tasks.

The equivalent of about one half-day each week is devoted to the student's second subject, so that by the end of the autumn term each student has some considerable experience of his or her main subject, chemistry, of integrated science, and of another subject which is usually biology, physics or mathematics, but which in some cases is religious education, or occasionally, where a student has lived abroad, a foreign language.

The teaching practice which follows in the spring allows the student to develop and integrate the skills learned in the autumn. In the spring, students become journeymen.

Throughout the first two terms the emphasis is on the age group 11 to 14, and on mixed ability teaching. In the summer term the emphasis is on the 16 to 19 age group.

During the four years that this experiment has been in operation, regular meetings with school co-tutors have taken place though because of the difficulty of getting out of school they are not usually able to attend the workshop sessions.

An independent evaluation of the students' reactions to the scheme revealed almost unqualified approval, and I know from the unsolicited comments of teachers that they too are very warmly disposed towards it.

Peter Brown is a lecturer in education at Nottingham University.

FEATURES



Child welfare

Schools pay only lip service to developing the 'whole child' Katrin FitzHerbert finds

Promoting the total well-being of the child may be an article of faith for teachers, but that's as far as it goes. It hasn't been taken up as a legitimate professional task by which training and skill are required and for which time is made available. It is assumed that anyone instinctively knows how to do it; then, as it has been given no real thought, when a crisis blows up, there is panic. I have heard heads complain about being forced to spend "up to 70 per cent of my time doing social work". I can only assume that by this they mean they abandon, for that proportion of time, their proper job of running the school.

The difference between the theory of the teacher's welfare role and actual practice was clearly demonstrated in some research I carried out recently. Three urban junior schools volunteered to try out an experimental welfare system; yet, as soon as they were asked to do something specific, it became clear that the heads were deeply uneasy about allocating to welfare any staff time which could be spent on teaching, unless a crisis forced this on them.

The ambivalence was as great among the 35 class teachers in the project. When I interviewed them about their welfare role, I again found the development of the "whole child" to be a powerful ideal. However, though trained in 21 different institutions and, on average, in their tenth year of teaching, none had ever been asked to think through this belief in terms of doing anything for a child. As I probed for examples of action such as calling in the school doctor, or doing something about continual unexplained absence, it became clear that apart from coping with the problem in class, they had little experience of anything constructive, of getting to the root of a problem; that was the head's job.

Some expressed anger that they were left out and that they didn't get feedback when they did alert the head to something; several used the

interview to ask for basic information about the role of the various support services; others expressed doubts about whether it could ever be right to discriminate between children on welfare grounds, because it might create stigma.

Most heads share the background of these teachers. And yet it is assumed that the minute they are appointed heads they become welfare experts. This is not necessarily so. If the development of the whole child is indeed a professional objective for teachers, is there any reason why it shouldn't be pursued as positively and professionally as any other, just like the teaching of reading? Rather than stagger from one crisis to the next, wouldn't it be better, if it were possible, to find out what each child needs, to develop the resources and skills required to meet those needs and for the organization of the school to promote this? Tackled like this, welfare could be prevented.

At the first screening the teachers placed, on average, 19 per cent of the year group into the "needs help now" category, almost the exact proportion of children in ordinary schools identified by Warnock as having special needs.

Most teachers seemed to find this a useful exercise. They said that being forced to think about their children from this new perspective stimulated discussion with others who had taught the children in the past and led to a much better understanding of what made them tick.

The next stage was to follow up each screening with meetings between the head, class teachers and each school's child care support team; that is, the health visitor, school nurse, psychologist and education welfare officer attached to it, together with a child guidance psychiatric social worker and a special social worker loaned to the project. The headteachers chaired the meetings but the class teachers were the principal actors. They described the children who needed immediate help, asking for ideas about what might be done to help their development. Sometimes other team members knew the child or his family and were able to provide information which clarified the problem in a way which enabled the teachers to deal with it more effectively. Alternatively, the

The project followed 200 children in one year group through their last seven terms of the three junior schools. One of the things I wanted teachers to try out was a regular screening once or twice a year of all aspects of children's progress with the help of a special health and welfare

"outsiders" asked questions or offered insights from their own professional perspective which often helped the teacher to work out a more successful way of dealing with a child.

Just about everyone involved seemed to find these meetings worthwhile, the teachers most of all. They said they were able to share concerns they had previously suppressed because there didn't seem to be anything they could do about them.

With the exception of a few short term therapeutic play groups run by social services, none of this required any extra resources. Nor did the procedures lead to a great increase in the number of referrals to the outside agencies involved. Thus, the main contribution of the screening and meetings was apparently to help teachers develop a broader understanding of children's welfare needs. And the results of this seemed quite positive.

When compared with a control group, only half as many children in the experimental group (4 per cent compared with 8 per cent) had poor attendance records; only one child from the experimental group was known to the police juvenile bureau compared to eight in the control group; and the proportion judged to be unready for secondary schooling by their headteacher was 20 per cent in the control group and 13 per cent in the screened group. In addition, several fourth year teachers quite independently commented, "I can't remember ever having such a quiet class" or "I've never had a fourth year with so few problems".

While none of this constitutes proof, it suggests

Schools must give more attention to developing a child's self-esteem and confidence

that such procedures can help to reduce the number of children who fall or cause problems for their teachers. And what is more, the benefits produced resulted from no more than a tentative, trial and error experiment in schools which were feeling their way in unfamiliar territory. How much greater might children benefit from a comprehensive, fully tested, welfare policy?

The important conclusions I draw for schools from this research is that welfare is a legitimate professional activity for which teacher time, skill and resources are as appropriate as for other aspects of teaching. The head's lead in this is even more important than when he or she takes on an emergency welfare role singlehanded. The head must become the manager of a coherent and continuous welfare policy.

That policy, I believe, should include class teachers in regular and systematic monitoring and reviewing of children's progress, in conjunction with other teachers and child care professionals. These out-of-school services can offer new insights, ideas and information; and better communication with them often smooths the path to expert help for children with specific handicaps. Naturally, a school also has to review its own teaching to ensure it is flexible enough to respond to children's particular educational needs. But in some cases encountered in these three schools, lack of progress was related more to emotional difficulties than any obvious lack of ability. In such circumstances, schools must also be prepared to give more attention to developing a child's self-esteem and confidence through sports, arts, social activities and outings or special responsibilities.

Many of the problems revealed by this work relate to children's home circumstances: unstable or impoverished families; poor housing; parents who expect too much of their children or support them too little. Some parents are failing because they are not coping with their own problems let alone their child's.

Many of these families do not want - or cannot use - the case-work approach of an unknown professional - or a professional they know only too well, in some cases. Schools are often in a much better place to act.

If the relationship between school and parent is good enough - and that is something schools have to work on as a part of their welfare policy - and if there is a member of staff sufficiently skilled or experienced to undertake the counselling of such parents, this can be very valuable. This may fall four square into the "social work" so many heads complain of. But it is part of the comprehensive welfare policy many schools will need if they are ever to fulfil the educational needs of all their pupils.

This research was funded by the Social Science Research Council and carried out at the West London Institute of Higher Education. Katrin FitzHerbert is anxious to hear of any similar studies undertaken elsewhere.

FEATURES

In the training of those who will command part of Britain's nuclear front line, essential life skills like table manners and cocktail party conduct are taught alongside the deadlier skills of their profession and a 'balanced' view of the deterrent means learning how to combat CND arguments, Jane Last reports from RAF Cranwell.



The clink of sherry glasses and buzz of conversation is interrupted by the flourish of seven fanfare trumpets; dinner is served. One hundred and sixty young men and women sit down to smoked salmon and asparagus in aspic. The mess silver glistens in the soft glow of the candelabra, casting mellow shadows on the thick red carpet. High above, the orchestra plays in the minstrels' gallery as 40 stewards bring in the Beef Wellington. They drink Mosel and Côtes du Rhone and, after the Baked Alaska, port, in the rarefied atmosphere of Cranwell, the Royal Air Force College.

Later there are traditional mess games. Cadets ride piggyback, jousting with brooms and dustbin lids. They play mess rugby and balance on bottles. One is debagged and rolled in the snow. It is all part of the initiation of prospective RAF officers, all of whom have to pass through Cranwell, whether they are to fly a nuclear bomber or nothing more lethal than an office desk. None of them get through the initial selection at Biggin Hill unless they accept the use of nuclear weapons and at Cranwell they begin to find out what that entails. "We don't shy away from what nuclear war would do," said Squadron Leader Nick Hudson who teaches "defence studies" with two Army majors—one British, one from the United States.

The cadets don't seem particularly warlike: just terribly normal young people who want a bit of excitement, accept the deterrent theory and think they are doing something good.

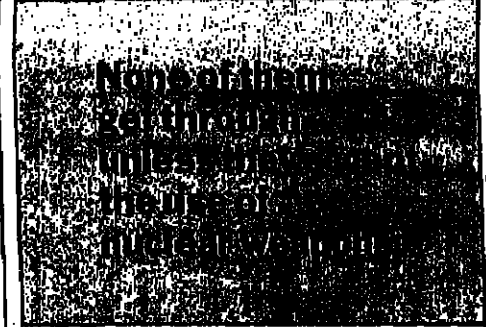
Formal dining in is the summit of their 18-week initial training, which is designed not only to develop their courage, tenacity and professional skills but also the manners and morals expected of an officer.

But according to the man in charge of initial

training at the college, Group Captain Bobby Robson, "The most important aspect is leadership: commanding men and resources and the ability of the individual to communicate orally and on paper."

The perfect cadet, he said, is well motivated, determined, physically courageous, energetic, with a flexible adaptable mind and gregarious by nature. "Most people have those qualities in part and it's our job to develop them."

It costs £9,000 to put a cadet through Cranwell and one in four fails first time round. Most get a



second chance and the overall success rate is 90 per cent. But the director is disappointed with the quality of cadet he is getting. "We are having difficulty getting really high calibre youngsters. We are looking for super young men and women," he said. "But so is everyone else."

Over a thousand officers a year are commissioned at Cranwell. More than a third are graduates, most have A levels but the basic requirement is just five O levels. Only one in seven is from a public school and among the entrants are some older entrants and airmen coming up from the ranks.

Over half the course is theoretical: subjects include the law of armed conflict, Air Force law, defence studies (known as "war snores") as well as public speaking, customs, etiquette and social responsibility.

Cadets sit through 43 periods on "the use of armed force as a legitimate action by the UK government". They are told about the Russian point of view; the history of the USSR and its ideology. They see videos of Joan Ruddock and Monsignor Bruce Kent of CND as well as Michael Heseltine and Max Hastings, the war correspondent. "I try to give a balanced programme," said the British Major.

Do the two sides get equal time, I wondered. "Well to be honest, Joan Ruddock is rather boring. Max Hastings gets most time. But this is the first time a lot of cadets have considered the other point of view. Most opinions are formed before they come here. We try to show them the other side so they can counter arguments sensibly and effectively."

"Cadets are more inquiring now, there isn't the acceptance of authority there used to be," said the major. "They demand explanations and expect to know what's going on."

Cadets discuss moral values with the college's four padres. "The aim is to encourage those attitudes and beliefs to be expected of an officer," said Padre John Roberts. "All of us must have misgivings about using nuclear weapons. I've never met anyone who didn't."

The padres deal with the question of purpose.

"If you are to use any form of power without principle you're in a very dangerous position," said Padre Roberts. "The cadets must be able to put forward their values, to know the ideals and beliefs they are defending."

The course also covers the permissive society

and the importance of example in leadership and the code expected of an officer — integrity, honesty, loyalty and the non-material values for which it is worth giving one's life.

In the customs, etiquette and social responsibility classes cadets are taught to identify with the traditions of the service, to conform with service etiquette, and to value their membership of the officers mess. They learn basic table manners, the rudiments of cocktail party chatter and how an officer should behave and what he should wear in society.

"The great British public do expect something from their officer core," said Flight Lieutenant Martin Halliwell. "They aren't expected to behave like a bunch of slobbers. Manners and dress are very important, he said. "The Commission carries a trust with it which they must uphold and not dishonour."

Fitness and endurance training starts immediately the cadets arrive. During the first week cadets have to bivvy out in the woods in makeshift shelters. Route marches and leadership training runs become part of their life. They train in flights, small groups of about nine, with their own Flight Commander. No quarter is given for age or sex. Girls are outnumbered 15 to 1, but complete all the training alongside the men.

The flights race off across the snow covered sports field towards Cardiac Hill in "enbaggie kit", camouflage combat uniform, and carrying 20lb of equipment. "Many kids at school have never had a challenge, they are not approaching their real potential," said Squadron Leader "Kipper" Herling. "In a war situation the officer has to be the last man standing, making decisions. He must know his own strength and weakness and be able to operate under severe stress." Fifteen minutes later they were. Many were in a woeful state,

FEATURES

Unavoidably detained

Christopher Danziger recalls the arresting entries in a catalogue of school crimes

Is there a single source, I used to wonder, to which a complete outsider could turn to find the plain unvarnished truth about a school? I used to wonder, that is, until I started idly leafing through the school detention book one day, and there found, in its unpretentious pages, everything that I was looking for.

In it, teachers record nothing more than the names and offences of boys whom they wish to detain, for 25 or 50 minutes, on a Thursday afternoon. It all sounds clinical enough, yet its simple prose uncovers layer after layer of a society too complex for orthodox analysis. If I were asked to place one social document in the time capsule for the edification of future interplanetary historians, this is the one I would choose.

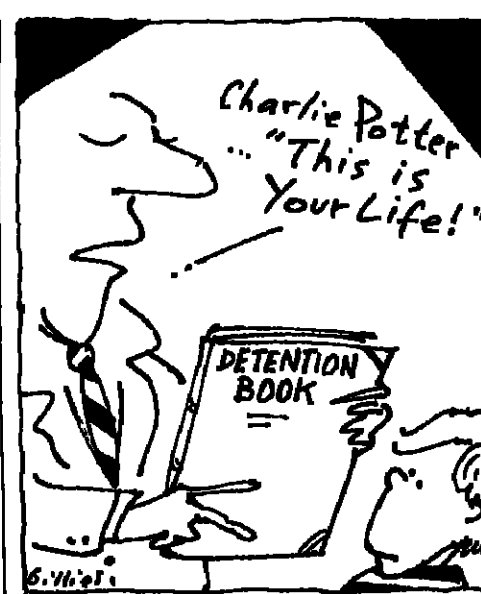
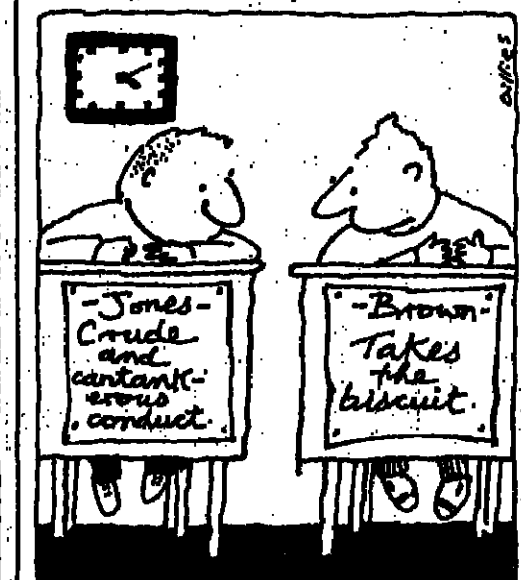
As the school's primary task is performed in the classroom, it is no surprise that many of the entries deal with working habits, and these need not detain us for too long now. "Late for class" and "work not handed in" are probably the two most common entries in the book. However, when one looks broadly at the rest of the book, a much wider canvas emerges.

For a start, one notes with some regret how frequently boys have to be punished for sheer animal high spirits. "Kicking boy in class", "fighting in class", "throwing squashy banana in class", and "sticking pen into next door neighbour", although hardly evil, have, it must be made clear, their proper time and place. Slightly further up the scale, hinting perhaps at a more serious breakdown of law and order, are "scrambling about under table in lesson" or "letting off fire extinguisher in class". Sometimes crimes can only be darkly hinted at in the single line available for explanation. One would like to know more about "water pistol", or "misuse of pencil", or "the rugby bus incident".

From animal high spirits, we move to bestiality. Schoolteachers have to take a stand on things like "spitting", "making V-sign in class", "breaking wind", or "repeated postural noises in class". However, many of these entries record cases of deliberate provocation which go beyond a simple breach of manners. "Fake loud yawn in class", or "ostentatiously not working in class" give the impression that the barricades are beginning to go up. In the same category, one suspects, in spite of their air of relaxed free enterprise, are (in ascending order of offensiveness) "playing cat's cradles in class", "playing with Rubik's cube in class", and "practising drumming in class".

One notch further up the register come those entries which reveal a clash of values which speaks unambiguously of the 1980s. "Bare feet" (when, and where, one would like to know?); "Chewing gum in class"; "for the heinous crime of not taking junior league rugby seriously enough" (a mole in the ranks there, perhaps?); "wearing black jeans again... and again..." and "chaos after confirmation classes" (are they having the desired effect, one wonders?).

Now and again, a good story line unfolds. The entry after "cribbing" reads "supplying crib sheet". Both were detained for 50 minutes. After "searching through my briefcase" comes



"laughing at above when put into detention". Even better plotted is "assault on boy in dining hall", followed first by "revolting retaliation to above assault", and next by "encouraging above retaliation".

At the apex of this pyramid, one catches a glimpse of the jungle warfare that lies at the heart of school life. "Insolence" (25 minutes) or "gross insolence" (50 minutes) are not very newsworthy. But nice little cameos emerge from "continual talking and rudeness when checked" or "Joining chemistry prep in Latin lessons and being defiant about it". The tempo steps up with "refusing to leave the hockey pitch when sent off. I had to stop the match". And, "riding a bicycle at full speed; refused to dismount"; while the whole system threatens to crumble about one's ears if "giving the wrong name when asked" or "insolence and running away" were to become standard practice.

It would be satisfying to report that the system, in spite of its little absurdities, had a noticeable remedial effect. One would like to think that in 50 minutes of detention a boy's whole past life flashed past him in such a way that he resolved then and there never to incur the penalty again. However, it seems possible that those future interplanetary historians may come to quote the opposite conclusion. In one single year, I counted a total of 490 sentences handed out. Of those only 36 were due to one-time offenders; 88 had been detained twice; 49 came a third time; 21 came four times; 11 returned five times; 9 needed six sessions and 2 eight, while one was unable to stay away a ninth time.

However, like all good books, one can read into the detention register far more than its authors ever intended. Can it be true that teachers punish boys for built-in failings of character? Or is one misinterpreting entries such as "stupidity", "idleness", "extreme sloth", or "slow"? Surely teachers do not really deplore initiative, as is suggested by "unauthorized experiment" or "performing private experiments in chemistry" — perhaps this ought to have been listed under crimes darkly hinted at? This question is unlikely to be answered accurately, of course, until some university department of subliminal calligraphy examines the contents of the time capsule in 2984 AD. Even "launching a paper dart" cannot conceal a hint of admiration, which a verb like "throwing" would not have suggested.

Last, one cannot escape the impression that boys are sometimes being punished for their teachers' failings. "Inattention", "reading novel in class", "circulating extraneous literature in Latin lessons" (classics never quite lose their touch), or "looking out of the window" (one knows the feeling). Still, teaching is not an easy job and one ought not to be too surprised that every now and then the towel seems to be thrown in. "An improbable and innumerable saga concerning his notebook" or "very tiresome behaviour" or "the usual" obviously have a long history behind them. Still more evocative is "What's the use?" (awarded 25 minutes), but it is impossible to cap the simple entry, "everything" (50 minutes).

being pulled along by others. One was staggering, deathly white as if he was about to be sick.

During a week camping in rugged inhospitable terrain, they spend 16 hours a day on different leadership exercises, each cadet in turn commanding his flight. They are graded on the effectiveness of their leadership and the personal qualities they display. Carrying a delicious casualty 12 kilometres while organising drugs pickups to keep him alive puts the cadets under physical pressure and faces the leader with complex planning problems.

Operation Top Dog is the finale: 160 cadets race in flights over 15 kilometres (if their map reading is good) across mountains and rivers. At points along the way they have to pick up heavy equipment. Each flight finishes carrying five 40 foot ropes, two pine poles each weighing 50lb, five 5-gallon oil drums, a stretcher and a "hernia box", an ammunition container full of concrete weighing 1.5cwt. "When they have done this, psychologically they can do anything," claimed one Flight Commander.

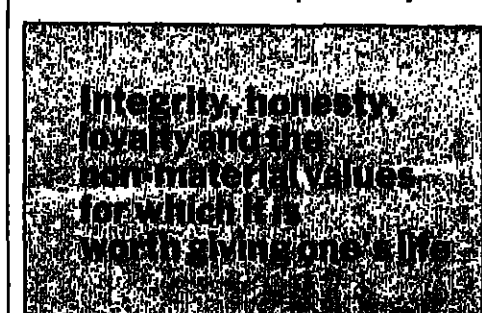
But for those officers who expect to sit behind a desk for most of their career this seems a little extreme. "We can assess the individual's ability to resist stress by putting him under physical pressure," Group Captain Robson maintained. "At the end they are battered but resilient. They can face whatever is to be faced. In the Falklands, one of the reasons the British Forces did so well was because they were resilient, fit and strong. These cadets are training for a fighting service."

Their second leadership camp is set in a tactical environment. The flights set up ambushes, gather intelligence, mine bridges all culminating in a final dawn assault. They use light and sub machine guns and self loading rifles. Their rations are dropped by Hercules transport planes, they are alerted on patrol by helicopters and "buzzed" by Harriers and Jaguars flying low over the area. The cadets are very enthusiastic. "It's better

to be 'killed' than taken prisoner," said one. "The enemy left someone tied up for twelve hours."

Some cadets have spent their lives within the vicinity of the officers mess, sons and daughters of senior RAF staff. A few have been away to school or Oxbridge, but the majority come from the comprehensive system. All go through a certain amount of culture shock.

During their first six weeks "excellence in every aspect of life" includes cleaning the latrines and making sure there isn't a speck of dust on top of the wardrobe. Some cadets use sleeping bags on the floor rather than mess up their beds. Their barrack block rooms are inspected every morn-

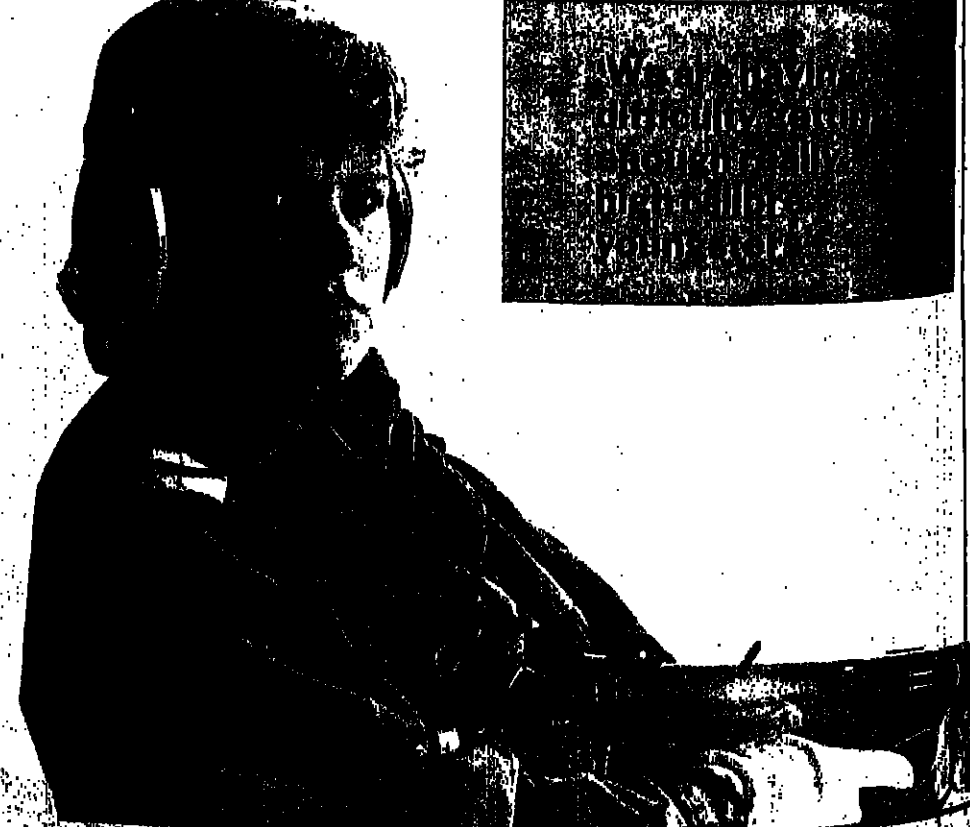


ing. But for their last six weeks they live in the college hall — each with a batman.

"I feel very guilty getting out of bed and not making it — I've never done that in my life before," said Gill Fisher. She has been in care since the age of eight and experienced a variety of children's homes and foster parents. She left school with six O levels and found the course tough. "In the middle of Top Dog it was awful. But you encourage everyone else and they encourage you and you just forget the pain and get to the end." Gill is going on to train as a Fighter Controller. "You can't get exciting jobs like that in civilian life," she said.



WAR STUDIES



FEATURES

In the training of those who will command part of Britain's nuclear front line, essential life skills like table manners and cocktail party conduct are taught alongside the deadlier skills of their profession and a 'balanced' view of the deterrent means learning how to combat CND arguments, Jane Last reports from RAF Cranwell.



The clink of sherry glasses and buzz of conversation is interrupted by the flourish of seven fanfare trumpets; dinner is served. One hundred and sixty young men and women sit down to smoked salmon and asparagus in aspic. The mess silver glimmers in the soft glow of the candlelight, casting mellow shadows on the thick red carpet. High above, the orchestra plays in the minstrel's gallery as 40 stewards bring in the Beef Wellington. They drink Mosel and Côtes du Rhône and, after the Baked Alaska, part, in the rarefied atmosphere of Cranwell, the Royal Air Force College.

Later there are traditional mess games. Cadets ride piggyback, jousting with brooms and dustbin lids. They play mess rugby and balance on bottles. One is debagged and rolled in the snow. It is all part of the initiation of prospective RAF officers, all of whom have to pass through Cranwell, whether they are to fly a nuclear bomber or nothing more lethal than an office desk. None of them get through the initial selection at Biggin Hill unless they accept the use of nuclear weapons and at Cranwell they begin to find out what that entails. "We don't shy away from what nuclear war would do," said Squadron Leader Nick Hudson who teaches "defence studies" with two Army majors—one British, one from the United States.

The cadets don't seem particularly warlike: just terribly normal young people who want a bit of excitement, accept the deterrent theory and think they are doing something good.

Formal dining is the summit of their 18-week initial training, which is designed not only to develop their courage, tenacity and professional skills but also the manners and morals expected of an officer.

But according to the man in charge of initial

training at the college, Group Captain Bobby Robson, "The most important aspect is leadership; commanding men and resources and the ability of the individual to communicate orally and on paper."

The perfect cadet, he said, is well motivated, determined, physically courageous, energetic, with a flexible adaptable mind and gregarious by nature. "Most people have those qualities in part and it's our job to develop them."

It costs £9,000 to put a cadet through Cranwell and one in four fails first time round. Most get a



second chance and the overall success rate is 90 per cent. But the director is disappointed with the quality of cadet he is getting. "We are having difficulty getting really high calibre youngsters. We are looking for super young men and women," he said. "But so is everyone else."

Over a thousand officers a year are commissioned at Cranwell. More than a third are graduates, most have A levels but the basic requirement is just five O levels. Only one in seven is from a public school and among the entrants are some older entrants and almsmen coming up from the ranks.

Over half the course is theoretical: subjects include the law of armed conflict, Air Force law, defence studies (known as "war snores") as well as public speaking, customs, etiquette and social responsibility.

Cadets sit through 43 periods on "the use of armed force as a legitimate action by the UK government". They are told about the Russian point of view; the history of the USSR and its ideology. They see videos of Joan Ruddock and Monsignor Bruce Kent of CND as well as Michael Heseltine and Max Hastings, the war correspondent. "I try to give a balanced programme," said the British Major.

Do the two sides get equal time, I wondered. "Well to be honest, Joan Ruddock is rather boring. Max Hastings gets most time. But this is the first time a lot of cadets have considered the other point of view. Most opinions are formed before they come here. We try to show them the other side so they can counter arguments sensibly and effectively."

"Cadets are more inquiring now, there isn't the acceptance of authority there used to be," said the major. "They demand explanations and expect to know what's going on."

Cadets discuss moral values with the college's four padres. "The aim is to encourage those attitudes and beliefs to be expected of an officer," said Padre John Roberts. "All of us must have misgivings about using nuclear weapons. I've never met anyone who didn't."

The padres deal with the question of purpose. "If you are to use any form of power without principle you're in a very dangerous position," said Padre Roberts. "The cadets must be able to put forward their values, to know the ideals and beliefs they are defending."

The course also covers the permissive society

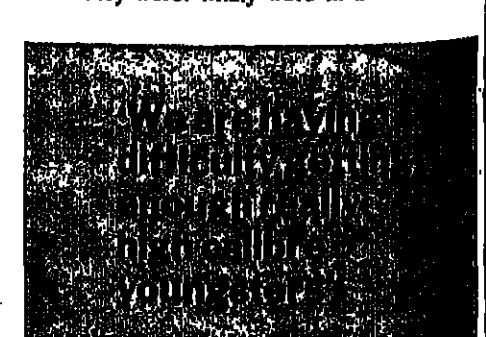
and the importance of example in leadership and the code expected of an officer—integrity, honesty, loyalty and the non-material values for which it is worth giving one's life.

In the customs, etiquette and social responsibility classes cadets are taught to identify with the traditions of the service, to conform with service etiquette, and to value their membership of the officers mess. They learn basic table manners, the rudiments of cocktail party chatter and how an officer should behave and what he should wear in society.

"The great British public do expect something from their officer core," said Flight Lieutenant Martin Hallum. "They aren't expected to behave like a bunch of slob. Manners and dress are very important, he said. "The Commission carries a trust with it which they must uphold and not dishonour."

Fitness and endurance training starts immediately the cadets arrive. During the first week cadets have to bivvy out in the woods in makeshift shelters. Route marches and leadership training runs become part of their life. They train in flights, small groups of about nine, with their own Flight Commander. No quarter is given for age or sex. Girls are outnumbered 15 to 1, but complete all the training alongside the men.

The flights race off across the snow covered sports field towards Cardiac Hill in "cabbage kit", camouflage combat uniform, and carrying 200lb of equipment. "Many kids at school have never had a challenge, they are not approaching their real potential," said Squadron Leader "Kipper" Herring. "In a war situation the officer has to be the last man standing, making decisions. He must know his own strength and weakness and be able to operate under severe stress." Fifteen minutes later they were. Many were in a woeful state,



FEATURES

Unavoidably detained

Christopher Danziger recalls the arresting entries in a catalogue of school crimes

Is there a single source, I used to wonder, to which a complete outsider could turn to find the plain unvarnished truth about a school? I used to wonder, that is, until I started idly leafing through the school detention book one day, and there found, in its unpretentious pages, everything that I was looking for.

In it, teachers record nothing more than the names and offences of boys whom they wish to detain, for 25 or 50 minutes, on a Thursday afternoon. It all sounds clinical enough, yet its simple prose uncovers layer after layer of a society too complex for orthodox analysis. If I were asked to place one social document in the time capsule for the edification of future inter-planetary historians, this is the one I would choose.

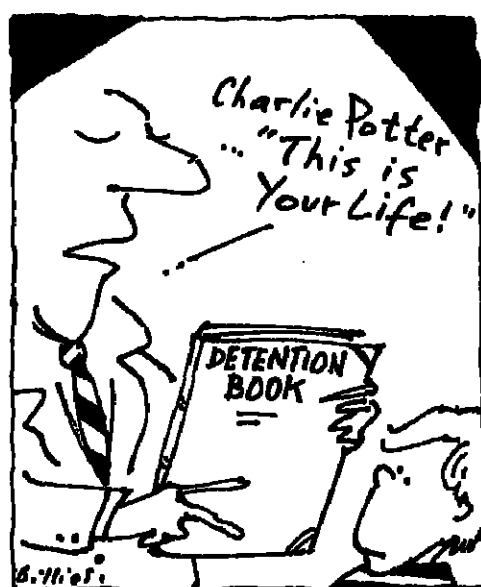
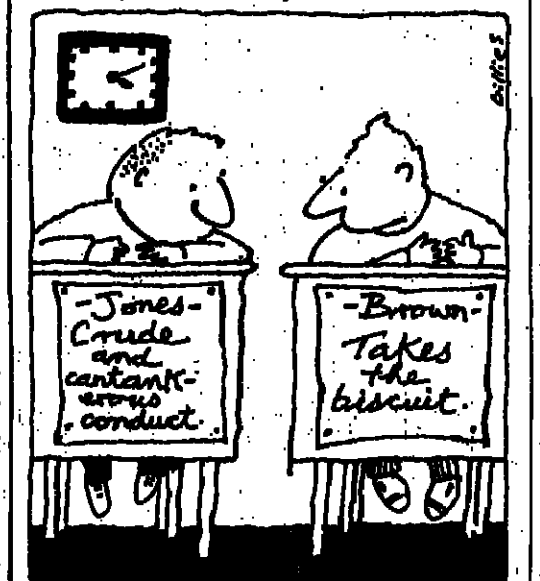
As the school's primary task is performed in the classroom, it is no surprise that many of the entries deal with working habits, and these need not detain us for too long now. "Late for class" and "work not handed in" are probably the two most common entries in the book. However, when one looks broadly at the rest of the book, a much wider canvas emerges.

For a start, one notes with some regret how frequently boys have to be punished for sheer animal high spirits. "Kicking boy in class", "fighting in class", "throwing squashy banana in class", and "sticking pen into next door neighbour", although hardly evil, have, it must be made clear, their proper time and place. Slightly further up the scale, hinting perhaps at a more serious breakdown of law and order, are "scrambling about under table in lesson" or "letting off fire extinguisher in class". Sometimes crimes can only be darkly hinted at in the single line available for explanation. One would like to know more about "water pistolry", or "misuse of pencil", or "the rugby bus incident".

From animal high spirits, we move to bestiality. Schoolteachers have to take a stand on things like "splitting", "making V-sign in class", "breaking wind", or "repeated postural noises in class". However, many of these entries record cases of deliberate provocation which go beyond a simple breach of manners. "Fake loud yawn in class", or "ostentatiously not working in class" give the impression that the barricades are beginning to go up. In the same category, one suspects, in spite of their air of relaxed free enterprise, are (in ascending order of offensiveness) "playing cat's cradles in class", "playing with Rubik snake in class", and "practising drumming in class".

One notch further up the register come those entries which reveal a clash of values which speaks unambiguously of the 1980s. "Bare feet" (when, and where, one would like to know?); "Chewing gum in class"; "for the heinous crime of not taking junior league rugby seriously enough" (a mole in the ranks there, perhaps?); "wearing black jeans again... and again..." and "chaos after confirmation classes" (are they having the desired effect, one wonders?).

Now and again, a good story line unfolds. The entry after "cribbing" reads "supplying crib sheet". Both were detained for 50 minutes. After "searching through my briefcase" comes



"laughing at above when put into detention". Even better plotted is "assault on boy in dining hall", followed first by "revolving retaliation to above assault", and next by "encouraging above retaliation".

At the apex of this pyramid, one catches a glimpse of the jungle warfare that lies at the heart of school life. "Insolence" (25 minutes) or "gross insolence" (50 minutes) are not very newsworthy. But nice little cameos emerge from "continual talking and rudeness when checked" or "doing chemistry prep in Latin lessons and being defiant about it". The tempo steps up with "refusing to leave the hockey pitch when sent off. I had to stop the match". And, "riding a bicycle at full speed; refused to dismount"; while the whole system threatens to crumble about one's ears if "giving the wrong name when asked" or "insolence, and running away" were to become standard practice.

It would be satisfying to report that the system, in spite of its little absurdities, had a noticeable remedial effect. One would like to think that in 30 minutes of detention a boy's whole past life flashed past him in such a way that he resolved then and there never to incur the penalty again. However, it seems possible that those future interplanetary historians may come to quite the opposite conclusion. In one single year, I counted a total of 490 sentences handed out. Of those only 36 were due to one-time offenders; 88 had been detained twice; 49 came a third time; 21 came four times; 11 returned five times; 9 needed six sessions and 3 eight, while one was unable to stay away a ninth time.

However, like all good books, one can read into the detention register far more than its authors ever intended. Can it be true that teachers punish boys for built in failings of character? Or is one misinterpreting entries such as "stupidity", "idleness", "extreme sloth", or "slow"? Surely teachers do not really deplore initiative, as is suggested by "unauthorized experiment" or "performing private experiments in chemistry" — perhaps this ought to have been listed under crimes darkly hinted at? This question is unlikely to be answered accurately, of course, until some university department of subliminal calligraphy examines the contents of the time capsule in 2984 AD. Even "launching a paper dart" cannot conceal a hint of admiration which a verb like "throwing" would not have suggested.

Last, one cannot escape the impression that boys are sometimes being punished for their teachers' failings. "Inattention", "reading novel in class", "circulating extraneous literature in Latin lessons" (classists never quite lose their touch), or "looking out of the window" (one knows the feeling). Still, teaching is not an easy job and one ought not to be too surprised that every now and then the towel seems to be thrown in. "An improbable and interminable saga concerning his notebook" or "very tiresome behaviour" or "the usual" obviously have a long history behind them. Still more evocative is "What's the use?" (awarded 25 minutes), but it is impossible to cap the simple entry "everything" (50 minutes).

WAR STUDIES





Red hot

The Ganelin Trio. Contemporary Music Network Concert. Bloomsbury Theatre, March 7.

What kind of jazz would one expect to find in the clubs of Moscow? Is there an identifiable Russian sound, or does jazz to Soviet youth mean a distillation of established western forms, lacking spontaneity, the result of years of oppression? To judge from the music of the Ganelin Trio, whose greatly admired free jazz reached the west in the 1970s via an appearance at the Berlin Jazz Festival, and selected recordings, Soviet jazz has succeeded in breaking away not only from the musical establishment but also into the realm of respectability with the authorities.

The Russian avant-garde jazz idiom, though abundant in the squeaks, runts and groans of western improvised jazz, reveals some interesting "national" features. The variety of instruments and the effects obtained from them are remarkable: the tiny bass keyboard, played with the left hand while the right hand takes trouble on the piano; the electric guitar laid

inside the piano to give a soft twang; tinkling javanese bells, a gong laid across the piano strings, and even a basset horn, more at home in early Mozart than in a jazz group. Considering that 20 years ago the saxophone was a prohibited instrument, it comes as something of a shock to witness Vladimir Tarasov's gyrations as he wrests a panting animal sound out of this usually mellow instrument.

By contrast, their music has a structure, essentially composed and imposed by their leader Vyacheslav Ganelin, who controls the disciplined instrumental passages, holds back during the saxophonist's wandering improvisations and regulates the bursts of sound that alternate with softer melodic passages. The predominantly youthful audience gave the group a deservedly warm welcome, but some undoubtedly departed mystified. Perhaps I imagined an awkwardness in the antics of the saxophonist as he juggled John Coltrane-fashion with sax, bass and drums (tritone), but an affinity with Rachmaninov in the flamboyant opening of *Non Troppo* could scarcely be disguised.

The classical training of these musicians shows; Ganelin composes music for opera and films, the percussionist plays for the Lithuanian State Orchestra. In the end this music has more in common with the so-called serious avant-garde and the music of the far east than with its more popular roots. It crosses the boundary between different musical idioms as easily as it breaks down the cultural barriers between east and west.

The Ganelin Trio have three more performances on their tour: Kendal (tonight, at the Brewery Arts Centre), Leicester (tomorrow, Phoenix Arts), and Birmingham (March 18, Strathallan Hotel). They also make an additional appearance on March 19 at the Camden Arts Festival. Their recordings (including *Non Troppo* and *New Wine*) are available on Leo records and other labels.

Philippa Davidson

Visual affair

Kenny Mathieson on television rock programmes

The advent of the video age has immeasurably broadened the visual possibilities open to rock on television, a step which the best of the programmes now on screen clearly reflect. While live appearances continue to be the centrepiece, from *Top of the Pops* (BBC1, Thursdays 7.30) to *The Tube* (C4, Fridays 5.30), video has become a staple supplement, and will, Musicians' Union rules permitting, doubtless grow in importance as standards continue to rise. These days, it is as remembered the video as the song that is remembered and discussed.

Video has offered the artists themselves control over their own visual material, an essential adjunct to a medium as closely linked to style and image as rock music. In all its various forms, and the opportunity has been seized across the spectrum; everyone makes videos now. Whether straight pop promotion or, like Michael Jackson's already legendary "Thriller", mini-film, the visual component has become almost an integral part of the music. Video can get you banned from *Top of the Pops*; it used to be lyrics that did that.

This popularity reflects something that rock artists, from Presley onward, have always known: rock music is a highly visual affair - it is no coincidence that the term came first to wide use through a film. Until video, this visual impact came largely through style, dress and theatrics, but can now be transferred from the stage, the actual performance itself, into a visual analogue to the music. The ambitious artist can juggle music and image into new combinations, now interpretations which escape the imposed limitations of the auditorium. Channel 4's forthcoming *Play At Home* promises to extend this particular freedom even further, allowing a series of bands to design their own individual programmes.

Rock has always had its place on television. Who, having grown up in the Sixties, can forget *Ready Steady Go*, *Thank Your Lucky Stars*, *Just a Boy*, *Top of the Pops*, *Blue Boy*, *Top of the Pops* (BBC2's *Whistle Test* (Fridays 11.35) made the first real attempt to treat rock as more than simply popular noise, beginning at a time, late in that decade, when rock was taking itself more seriously. Looking over the schedules now, the basic pattern has changed little. *Top of the Pops* is still with us, catering for the chart end of the market; *Whistle Test*, and its more imaginative Channel 4 rival, *The Tube*, the best of the current crop, offer the music that doesn't make that sacred list, the serious end of the market; both feature a select band of artists who can

both sell records and retain their street credibility.

In between, music features strongly in magazine programmes like *ORF 84* (BBC2, Fridays 7.10), *Somewhere Else*, and *Black On Black* (C4 fortnightly Tuesday 10.45), integrated with other items of youth or ethnic interest, simultaneously using its drawing power to lure viewers into a consideration of social problems, and providing an alleviation from them. At the opposite polarity, Saturday morning children's television, and variety shows like BBC2's recent *Leo*, regularly feature chart and middle-of-the-road acts. Throw in Paul Gambaccini's *The Other Side of the Tracks* (C4, Saturday 6.30), in which he interviews an impressively eclectic range of performers, the straight concert shows like *Sight and Sound* in Concert (BBC2, Saturdays 6.50), various non-music programmes which spring from a rock milieu, or a rock sensibility (*Rock Follies*, *Happy Days*, *Fame* (BBC1, Wednesdays 9.10), most of Channel 4's "alternative" comics), and the one-off series like Channel 4's history of reggae, and we arrive at a considerable weekly broadcasting time devoted wholly or partly to rock music.

In an age, as we are constantly reminded, of declining literacy and enforced leisure, music has an important part to play; as any teacher will know, music and television provide the only unforced cultural input for a large number of people. The music, and its style, is not simply entertainment, as television has come, albeit slowly, to recognize: it has an essential role in influencing social attitudes, social and sexual mores, even life-styles. A walk through any major city centre will provide graphic evidence of this influence, in hair, dress, be-

haviour, groupings. Heavy metal, punk, skins, soul boys, rastas, new wave chic and, doubtless, Boy George look-alikes, all rock's tribal bands proclaiming their allegiance and the centrality of this music; what other cultural form can claim to engender this degree of identification?

Rock music is not the assault of the barbarian hordes on the higher culture, though there are some of those; it is a tremendously popular form which throws up more than its fair share of intelligent and perceptive artists, which provides for many their only creative output, as well as their only real cultural stimulus. They play it, listen to it, dance to it; they draw upon it for sustenance and inspiration in a way which nothing else promises to fulfill. Whether Duran Duran or Cultural Club, Big Country or Simple Minds, Aswad or Steel Pulse, UB40 or U2, or anybody else that has ever captured in music and lyrics, image and style, the minds of their audience, it holds a central and unignorable place in our culture.

This significance is reflected in the magazine programmes which absorb music as an intrinsic element of their make-up, and in the efforts of programmes like *The Tube* to exploit the visual artistic potential of the medium, as well as (poor television reproduction permitting) the purely aural. They attempt to take the form seriously, as it merits, and to broaden its implications into a wider social and cultural context, as it sometimes merits. The videos are getting better, more innovative, more intelligent, more ambitious; only now overcome the apparent insistence on innuendo as the principal qualification in selecting presenters, and the potential for music on television will look bright.



Aswad

Homage to industry

Soviet Textile Design of the Revolutionary Period. By I Yasnaya. Introduction by John E. Boulton.

Thames and Hudson £8.95. 0 500 27292 1.

Nigeria's Traditional Crafts. By Alison Hodge.

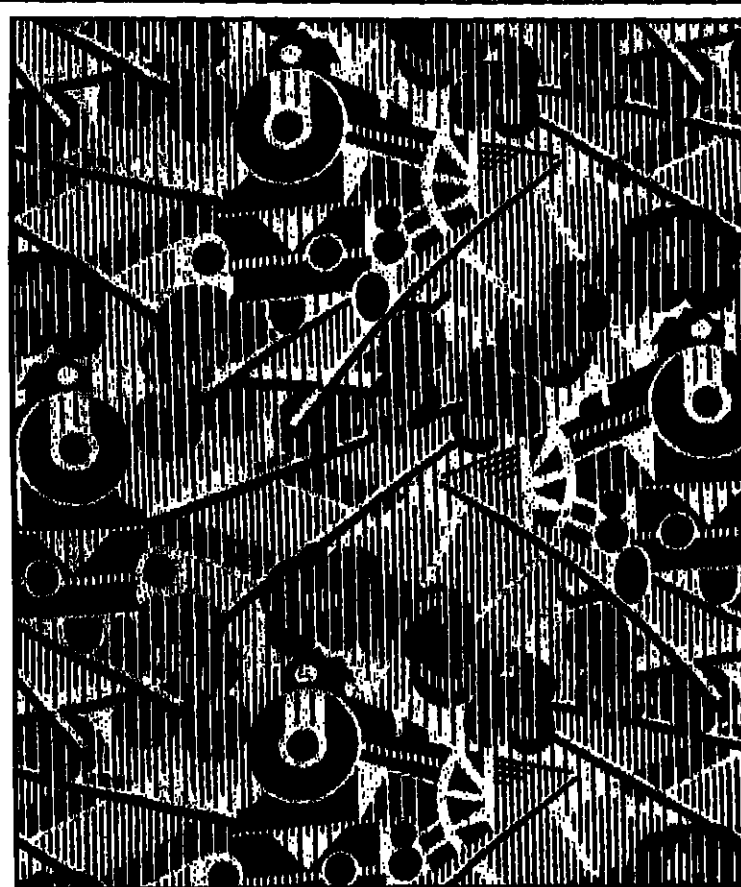
Ethnographica Ltd £4.95. 905788 12 5.

The 1923 Constructivist statement chosen by John E. Boulton as the preface to his book runs: "Fashion, which used to be the psychological reflection of everyday life, of customs and aesthetic taste, is now being replaced by a form of dress designed for use in various kinds of labour, for a particular activity in society."

Surely this compulsory work-uniform is just as much a reflection of everyday modes? The Constructivist textile designers sought to bring the Soviet Union into the international community by ruthlessly avoiding local and ethnic patterns. Some printed textiles were produced for the Soviet Republic of Central Asia which imitated woven ikat designs and other traditional woven patterns, but the majority were entirely new.

Mechanization lent itself ideally to geometric design, which became a sort of homage to the machine. The elite group of designers here represented sought to impose their creations upon a proletariat whose wants they completely ignored. When these became really literal they were at their very worst. The peasant, in rare respites from tractor driving, must in leisure moments sport clothing which glorifies his humble work: no escape there. But this was a puritan ethic, and must therefore be right. Imagine being commissioned to design a fabric entitled "The Village Consumer's Cooperative Society" or "Mechanization of the Red Army" or "The Five Year Plan in Four Years".

The text asks us to admire the result of stimulation and violent change but it should be remembered that by different routes both Communist Constructivists and Western designers arrived at a very similar style, as was evident in the exhibits shown in the 1925 Paris Exhibition of Decorative Industrial



"Transport," cotton print, 1927, designed by D. Preobrazhenskaya

Arts. The difference lay in the increasing rejection of pure geometric design by the Soviets, in favour of political images. The West was enjoying modernism, the East was being dragged into it. However, even propaganda in the hands of an artist may be felicitous use of colour and shape, create rhythmic repetitions which, by any standards, are successful.

A large part of the fascination of these designs resides in the preservation of the atmosphere of change, but electricity, air transport, the jazz age and modernization fired the imagination of the textile designers of the West and America in much the same way. A similar book showing textile designs from the same period but produced under other and quite different atmospheres would be a welcome follow-up to this stimulating book.

Nigeria has an unusually sophisticated cultural heritage. Archaeologists and historians have revealed the beauty of Benin sculpture. Venice Lamb's studies in the field of textiles are in book form (published by Duckworth) for all to appreciate the majesty of narrow-strip weaving when this is

stitched together to form enormous ceremonial cloths. Carved wooden masks and figures were a source of inspiration to European artists at the start of the twentieth century. But all this was Nigerian court art. Alison Hodge celebrates the work of unsophisticated craftsmen integrated into the community, making useful artifacts which they do not regard as works of art. Here the art we enjoy is an instinctive one, perhaps the purest kind. It is not merely applied, it does not seek to spread political messages, it is essentially rooted in a feeling for shape, pattern, texture, and colour, as demanded by the function of the artifact itself.

Mechanization has arrived in Nigeria. Machine goods are much in demand so the position of the craftsman has declined miserably. A renewed pride in traditional crafts could restore dignity and a livelihood to these people. The book, with an excellent text and many photographs, gives an illuminating picture of the array of skills this country still possesses.

Betty Tadman

Chaos and confusion

The Crisis of Medieval Russia 1200-1304. By John Fennell.

Longman £7.95. 0 582 48150 9.

The Making of Modern Russia. By Lionel Kochan and Richard Abraham.

Pelican £3.95. 0 14 02 2468 2.

Beginning *The Crisis of Medieval Russia* is like tuning in to a serial when you've missed the first episode. Admittedly it's the second volume in Longman's new history of Russia, but there's no résumé of the story so far. We're referred to the territories which had once made up the state of Kiev, and told who was the most far-sighted of the descendants of Vladimir I, but which territories did make up Kiev, and who was Vladimir I anyway?

To compound the confusion we are also introduced within the first four pages to nearly 20 other people, 16 rivers, most memorably the Yug and the Eng, and over 40 place names, including the charming and very cold Northern Russian town of Belozero. A glance at the index suggests that this bombardment of names is not going to be untypical of the book as a whole; there are 10 different Yaroslavs to be accommodated, 8 Sveslods, 10 Glets and no less than 17 different Vladimirs. Perhaps a formal introduction to Vladimir I just wouldn't have been worthwhile, with 16 more of them to come. Thank heavens for Aleksandr Nevsky.

Of course it's easy to raise cheap laughs at the expense of far away places and strange sounding names

(and it's impossible to resist mentioning the two grandsons of Chingis Khan, Khan Bay and Khan Berke) but the serious point is that it's extremely difficult to get to grips with this enormous cast list. This is not Professor Fennell's fault. He has researched intensively into contemporary chronicles and has produced a scholarly work with careful notes, references, maps and genealogies, but the salient characteristics of the period it deals with are chaos and confusion, and his sparse and fragmentary sources make it difficult for him to flesh out either his characters or his plot. Scenes flash past. Bely takes the incursionary path of the Volga Bulgars, Tula Bugha is murdered by Khan Nogay, Vladimir is succeeded by Yaropolk or Yaroslav, brother succeeding brother rarely peacefully by the principle of lateral succession which only adds to the vast personnel and the muddle.

Professor Fennell's command of his complex material makes the focus just a little sharper, but his own distaste for the period seems surprisingly apparent. He dislikes the selfishness of the aristocracy (but what thirteenth century aristocracy wasn't selfish?), he is impatient of the internecine strife caused by the lateral succession, despairs at Russia's social and political enfeeblement, and condemns Aleksandr Nevsky's policy of appeasement of the Tartars, though the dynamic Mongol explosion out of central Asia was one of medieval Russia's great unexploitable forces. Although specialists will perhaps find this book useful, the general reader Longman hope for are likely to get lost on the Yug or the Eng long before encountering too many Vladimirs.

They would do well to turn to the new edition of Dr Kochan's *The Making of Modern Russia*, which has been updated in collaboration with a former

pupil. This has been a standard work for 20 years, but the first edition dealt very scantily with the Second World War and subsequent events. This is now rectified and the story brought up to date, though the death of Mr Brezhnev came just too late to make its pages, let alone more recent events.

Other topics which the interest of recent years has required to be dealt with additionally are the national minorities in Russia and relations with Islam, reactions to the impact of Western technology, and the position of women in Russian society. The feminist Alexandra Kollontai, mentioned in the first edition only as a supporter of Lenin during the Provisional Government and as future Bolshevik ambassador to Sweden, has much fuller coverage in the second. Some striking facts emerge, too. Sixty-five per cent of Petrograd's factory workers were women already in 1921; over 70,000 women fought in the Red Army (though few in the front line). But while Russian women have undoubtedly gained by access to the labour market and by equal treatment under marriage and divorce laws, they still have to accept abortion on demand in place of reliable contraception, and still have to shoulder the double burden of employment and household management, having failed to erode male resistance to family chores. The inferior status of women in Southern Moslem areas remains. Red this edition does just what a new edition should - revises in the light of experience. It will remain an ideal introduction to Russian history from medieval times onward; those who acquire a taste for it must progress to the Longman series and Professor Fennell.

Jessica Saragat

Everywhere and nowhere

PAPERBACKS

He changed his name to "Andrei Bely" (Andrew White) to protect his family from any association with the Symbolist literary circle he had joined. It was in Russia that the idea of an alienated intellectual class sprang up - *intelligentsia* was a Russian word - and the addition to meaningful pseudonyms was part of that self-isolation from class and (by dropping the patronymic -ovich) from family ties: "Bely", "Gorky", "Trotsky", "Stalin" were imaginative creations, self-allegorizations by men named after their fathers and born Bugaev, Peshkov, Bronstein, Djigachvili.

It's no accident that Andrei Bely's great masterpiece *Petersburg* (Penguin £3.95) should hinge on a father and son relationship brought to a violent, climactic pitch. The son, Nikolai Apollonovich, a rather dilettantish student, is suborned by anarchists to assassinate his father Apollon Apollonovich. Here again, names are critical: the father is the Apollonian figure of authority, a tsarist minister; but critics miss the other hints, in the name, in his greenish, distorted visage, and in his son's obsessive reading of "Revelation", for he is also Apollyon, the demonic ruler of the pit and orchestra of the (literally) explosive apocalypse at the novel's end. Nikolai breaks the family line, in name and personality; he is only feebly Dionysian, weak rather than god. He achieves a weird celebrity by haunting the Petersburg prospects dressed in a red domino.

Disguise, hidden identity, anonymity are typical of the book, linking it with the other great urban novels of modernism: *Mrs Dalloway*, *Ulysses*, *Dos Passos' Manhattan Transfer* and *USA*, *Dobson's Berlin Alexanderplatz*. (Bely's relative obscurity is due solely to the massive difficulty of translating him - done brilliantly here by Robert Maguire and John Malmstad - and by the Soviets' refusal to have the novel republished in Russia.)

Marina Tsvetaeva worshipped Bely. Their relationship was fleeting, intense and highly literary. Marina had her own struggle with bourgeois prejudices and with the same sense of cultural density without cultural destiny that haunted Bely. (In 1941, internally exiled to the Tatar Republic and near starvation, she threw a rope over a beam and hanged herself.) The title piece of *A Captive Spirit: Selected Prose* (Virago £5.95) is her memoir of Bely, tracing their sense of spiritual kinship. "He had no father and he had no homeland, for, as a homeland, Russia is too much everything without exception to sustain an individual by

himself, on itself. 'He was born in Russia' is almost the same as saying: he was born everywhere, he was born nowhere."

Exile was the condition of their lives. They lived abroad - France, Palestine - and cultivated an elevated mystical style influenced by the anthroposophy of Rudolf Steiner which suggested that all places were one place in the hearts of spiritual individuals. Tragically, such visions are shattered by political boundaries. The story is told that while crossing the Elbe - now the northern line of the East/West German border - on a night train, Chancellor Konrad Adenauer turned restlessly in his sleep and muttered "Ach, Asia". Anthony Bailey's trip along the Edge of the Forest: An Iron Curtain Journey (Faber £4.95) followed a fictional line, a piece of Cold War surgery severing East from West. He tells a story of escape, fear, violence, incomprehension, but hints, too, at a deeper significance. For the Elbe does mark the beginning of "the East", not yet the Orient, but certainly not the West. In literary terms, the hike follows a border, all the way from Hamburg to the Trieste of Joyce (an exile there) and Italo Svevo (another pseudonym alien).

Stalin's cultural commissar Lunacharsky was briefed to insist that the Russian Revolution was merely another episode in the history of the European Enlightenment: the Surrealist welcomed the Bolshevik take-over as the beginning of "rule from the East", an outburst of irrationalism against Western reason. The Cold War is not (or not just) a political nicety; the Iron Curtain is a cultural barrier and thus likely to last longer than the political systems that put it up. We still look on Russian and Eastern European writing through politically-tinted glasses (and, as long as the GULAG exists with all its outcrops, we must); but we should not forget that "Other Europe" presented in Philip Roth's series of Eastern European fiction comprises a sensibility and a view of the imagination far different from our own.

Tsvetaeva wrote what Susan Sontag calls a "poet's prose" with its own distinctive subject, the growth of a poet's vocation. Gëza Csáthi's *Oplum* and other stories (Penguin £2.75), written under the Austro-Hungarian Empire during Freud's early years, has a similar theme. Csáthi was a doctor; with drugs, knives and intense, private questioning, he lays bare the sources of the imagination like stripped nerve and muscle. *Driben*, "over there", the imagination itself is the most dangerous weapon and the only guarantee of freedom.

Brian Morton

The Stoke on Trent SCHOOLBOOK EXHIBITION

Thursday
22 March 1984

11.30 am to 6.30 pm

The King's Hall
Town Hall, Stoke on Trent

Organised in conjunction with the
Stoke on Trent & District National Union of Teachers

EPC For further details contact Barbara Brookes Exhibition Organizer
The Educational Publishers Council, The Publishers Association
18 Bedford Square, London WC1B 3EJ

The Greater Manchester SCHOOLBOOK EXHIBITION

Tuesday 20 March 1984

9.30 am to 7.00 pm

Wednesday 21 March 1984

9.30 am to 7.00 pm

THE PEMBROKE HALLS,
THE PRECINCT, WORSLEY, MANCHESTER

Organised in conjunction with the North West
Confederation of NABT and EPC.

EPC For further details contact Barbara Brookes Exhibition Organizer
The Educational Publishers Council, The Publishers Association
18 Bedford Square, London WC1B 3EJ

No string

Barjaxed. By Simon Bent.
Essex University Theatre.

Simon Bent has come up with a marvellous image for his new play, written for Theatre Underground during his residency at Essex University. The wreck of the *Brianine*, sunk at the end of the century off the shores of Batley Bay, is discovered as if in answer to a maiden's prayer. Well, perhaps not a maiden's, but at least Lady Mayor Ogden Ratchett's. Unfortunately for the town's tourist industry, but obligingly for the play's symbolism, the *Brianine* and the sewerage outfall are inextricably linked. The bright new dawn of Victorian values (decency, patriotism, exploitation, profit - little things like that) will be ushered in by the bank-holiday raising of the wreck.

Sadly, beyond that central image, *Barjaxed* has not got a great deal to offer. Bent lines up two factions (and it's a mark of his maturity that eight characters can produce such an epic

texture) - the Council, lunatic Mayor (Sara Green), consorting with the spirit of Lord Palmerston, murderously corrupt councillor and henchman, and four representatives of what is politely called "disaffected youth": Belsen (Paul Moses) and his variously unimpressable cronies, April Sloane (Penny McHale), a mediocrity, packages events for public consumption.

The two groups are more alternating dramatic units than embodiments of opposing ideologies and experiences. The confrontation between them seems a theatrical rather than a rational inevitability. This is not to say that there isn't wit and truth in the writing - a scene between Sharon (Thea Bell) and Marie (Jo Banham) played on roller-skates is notably sharp - but so much comes across as incidental: all beads and no string.

And I must confess to finding anti-naturalistic, florid language in the mouths of right-wing characters tiresome. Played out as a device, laughs without danger. Political theatre is stylized until it seems to know its enemy's motivations and morality and not just its enemy's effect.

Jim Burrows

The Heptaméron of Marguerite de Navarre (Penguin £4.95). The interest of these stories, as Paul Chilton suggests in his preface, is the insight they give into attitudes of and towards women in sixteenth-century France, as well as their sometimes bawdy charm.

R Bus

Endpage

Pierre Watter on Ernest Gellner's *Nations and Nationalism*; David Medd on school building in London 1870-1980 page 43

Next week

William Shawcross on the Vietnam war; Alan Ryan reviews J F C Harrison's *The Common People*

BOOKS

Cultural stretch

Society and Literature 1945-1970.
Edited by Alan Sinfield.
Methuen £11.50, 0416 31760 X, £5.95,
31770 7.

If, as we are encouraged to do by its editor, we try to read the "codes" of literary productions, then the most significant thing to be noticed about Alan Sinfield's collection *Society and Literature 1945-1970* is that it is divided into two parts: "Society in Literature" and "Literature in Society". This is not two ways of saying the same thing, but it is two ways of seeing the same object, namely "literature". Yet since the editor deplors the notion of an "established canon" as "a strategy for claiming special authority on one point of view", this object is encircled, rather than defined. When Sinfield presents the book as "stretched across a cultural rift" he brings to mind an image of literature lost in a chasm between Parts I and II.

The "theory of context", the point of view for which this book, in spite of itself, claims authority, is intended to undermine "the currently privileged status of literature", so it is the means of cultural production, rather than the product in its autonomous sense, with which this volume is most concerned. Alistair Davies and Peter Saunders have collected and produced a useful survey of the main political and social developments since 1945 as they are reflected in the contemporary literature of the period.

Jonathan Dollimore similarly surveys developments in sexual politics. His essay has a satisfying internal coherence, for the argument that it is no longer possible to believe in the revolutionary potential of sexuality gives the period up to 1970 a neat time self-limitation of the Movement poets, does not constitute a coherent alternative.

Andrew Crozier's remarks on poetry do not fit the editorial scheme at all, since this is not a survey of postwar poetry, but an attack on the establishment of a particular critical canon, summarized as Larkin-Hughes-Henry. Blake Morrison gives a right kicking for his supposed reinforcement of the Movement poets, but a more sympathetic reading of the remarks brought in evidence against him excuses him of the charge. The irony is that in demolishing the established canon, Crozier has to suggest an alternative of his own. The dialectic seems to determine him to promote a line drawn from the 1940s. Apocalyptic poets of the 1960s. Nicholas Moore, David Gascoyne, Charles Tomlinson and W S Graham are mentioned, which for all of the philistine self-limitation of the Movement poets, does not constitute a coherent alternative.

The contributors to this collection may find it deliberately obtuse: demand clearer literary judgments from a book which sets out to deconstruct the context of literature, rather than assess its worth. But a Marxist approach, even as well researched as argued as this one, requires that the theory be confirmed by demonstration. A chance remark from Sinfield: "In terms of reception, the Fifties and Sixties were actually the decades of the literary canon." - throws the whole project into question. If we accept (as we should) the idea of cultural production, we must also accept the idea of cultural consumption. Thus if Sinfield means what he says, the writers named are the ones who should be discussed.

Society and Literature 1945-1970 is itself a cultural product, and its internal curatorial helps to account for the internal ambivalence, encoded in the division into two parts. It is designed as part of a historical series, and must serve the purpose of "validating" literature following broadly traditional courses. But it is also the articulation of a theory intended to subvert the very idea of traditional courses. This is a contradiction difficult to resolve, and it reflects a contradiction at an even deeper level. It would appear that the sub-text of the collection is the experience of a newly emergent class fraction, graduates of the Sixties, and now "all members of the University of Sussex". 1968 saw the emergence of a new, disaffected intelligentsia, modelled on European lines, and applying Continental methodology within the academic structure, but the dominant ideology seems even more opposed to their values in 1984 than was in 1968. This is the true "cultural rift" across which this book and its authors are stretched.

Robert Hewison

Activities

School-Based Staff Development Activities: A Handbook for Secondary Schools. By D Oldroyd, K Smith and J Lee.
Longman for Schools Council £7.95, 0 582 38970 4.

This stimulating source book of ideas designed to generate school-based teacher development activities is the result of a two-year Schools Council project based in 11 secondary schools in Avon.

A wide range of activities is offered from the fairly straightforward organization of a staff library to the more ambitious residential induction courses for new teachers, and progression in which a teacher becomes a pupil for a day. Other tasks include career counselling, how to channel knowledge gained on outside courses back into schools, the use of staff meetings for staff development and developing tutorial skills. In all, 27 broad areas of interest and need are identified and the materials and procedures devised and used by the schools are documented in full. The approach throughout is realistic and practical and the assessment is frank. Not every activity will suit every school and a flexible use of the material is advocated.

Clearly, an atmosphere of mutual trust and cooperation is necessary, particularly for those activities examining classroom practice. The importance of generating a receptive climate, using well-respected leaders and making sure staff are getting what they want out of the initiatives are emphasized. Where teachers had a "sense of ownership" over the activities, motivation and involvement were greatly increased.

Mary Cruickshank

A Guide to Teaching Practice. By Louis Cohen and Lawrence Manion, has just been republished in a new edition (Methuen £12.50 and £6.95) which takes account of such expanding fields as mixed-ability teaching, multi-ethnic education, and the integration of ordinary classes of children with special educational needs.

Signal Review 2
A Selection of 300 Children's Books from 1983 made by teachers, librarians, booksellers and critics for children 0-16 years on display at National Book League, Book House, 45 East Hill, London SW18 2QZ Monday 26-Saturday 31 March 10am-6pm Admission Free

Peter Mann

Theories down under

The Feral Classroom: High School Students' Constructions of Reality. By J Macpherson.
Routledge and Kegan Paul £8.95, 0 7100 9514 7.

There are many studies of teachers in their classrooms but relatively few of pupils. This book describes interviews with adolescent boys and girls at an Australian high school, and is strongly influenced by the sociological theories of Talcott Parsons.

Though located in a very traditional classroom setting, many of the beliefs and views reported are recognizable as universal: pupils who misbehave, sneak to the teacher or their fellows, act as class clown, stir up trouble, those who are isolated from their fellows, try to impress the teacher or boast of their academic, social or sporting prowess.

Some of the events described are so

specifically related to the course-oriented culture in which they take place as to allow but slight comparison with schools in other countries. Competitive mucking around, for example, consists of "horsebitching", a method of slapping legs, two different ways of making classmates uncomfortable by spitting, known as "slinging" and "dripping a groonie", and "giving each other electric shocks, rubbing sandpaper on legs, and putting chilli on classmates' necks".

Nevertheless, while not exactly the common substance of the more general schools, there is much to recognize in the more robust, rough-and-tumble secondary classroom, and the account is only marred by a somewhat pedantic style, the use of elaborate codes instead of pupils' names, and a tendency for a priori Parsonsian theory to become fulfilled rather than challenged.

E C Wright

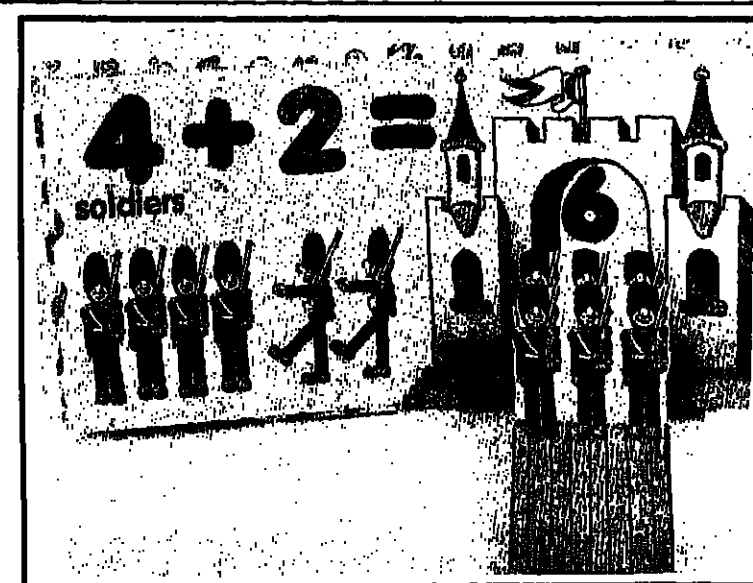
Home helps

"Educational" books for the very young are apt to suffer from one crucial defect: they are boring for adults, so parent or teacher interaction with the child is severely limited. Peter Curry's series of board books for World's Work (£1.50 each) exemplify this. *Play, Indoors, Outdoors* and *Clothes* are all drawn in bright blocks of colour rimmed with black lines, while underneath each representation of a familiar object - chair, table - is written the noun and a rhyming line of stupefying gracelessness: "A chair to sit on, when we wish / A table laid with spoon and dish." Not the way to foster a true feeling for the poetry of the English language, you may feel, but, alas, children are amused by the drawings and eager to hear these plodding rhymes.

Slightly more inventive is Peter Curry's *You and Me* (also not to be recommended on grammatical grounds) in which a rather coy bear rejoicing in the name of Me-Me asks the reader to follow him about and find out where he is. Since children love hide-and-seek this story is a success, but again, you will have to decide if you can bear (no pun intended) to repeat lines like "Just look at the time! It's nearly two o'clock past the sun." The play between "you" (the reader) and "Me-Me" (the bear) should intrigue who's me and who's you. From *World's Work* at £1.95.

Sally Henry's style of drawing is rather similar to Peter Curry's. *My Friends and Me* (Macdonald £2.95) uses common first names to illustrate the alphabet, with an extra list at the back for reference. It is suitably multi-ethnic with Umberto and Xanthos featuring among the cast of extravagantly head-geared kids.

Robert Hewison



When four soldiers are added to two soldiers, six soldiers pop out of a fort. *Best of the Little Books, Pop-up Addition, Subtraction, Multiplication and Division* (£2.50 each) might provide popular resources for the anxious parents of pre-school children. If this seems a little early to be teaching concepts like division, at least the humorous drawings, bright colours and pop-up surprises make the books fun in their own right.

though there is only one black child. Far more fun for both adults and children are the board books produced by Sandra Boynton for Methuen (£1.50 each) *Moo, Baa, LaLaLa* is a witty rehash of the old "and what does the cow say" routine. But *Not the Hippopotamus* is a board-book thriller about being left out of the fun; and *The Going to Bed Book* is a beautifully structured rhyming wind-down to a day. The only one which is not up to this high standard is *Opposites* in which the drawings are as quirky and likeable as ever, but the concepts (loud, quiet, heavy, light and so on) actually far too difficult to be absorbed by this age group through the devices of big and small print and light and dark colours. Still, even this is better than many a stodgy "here is a table" effort.

Handbooks, following in the steps of Ladybird, continue to boom. Blackie's *Terry and Tim* series (75p each)

Victoria Neumark

Rhyme time

all of the advanced, liberated, multicultural society I thought we all lived in now. *Jelly Belly* is quite different. This is a collection of 75 brand-new, original nursery rhymes, "from one of Canada's major poets" so the blurb informs me. There is a deeply satisfying range of styles, from uproarious, through preposterous, via spooky and mysterious, into romantic and wistful. I'd like to quote from dozens. My favourite panel of six year olds simply appropriated the book when my back was turned, and know all of them by heart already. "Listen Wayne, you're going to love this!" I heard Falser say before reciting the title poem. And the illustrations are delicious; who could ask for more?

Time for a Rhyme is hardly any better: bigger print, but fewer rhymes; three different illustrators, with a lot more originality (I enjoyed Humpty Dumpty tumbling from a precarious wall of toast) but very much cruder palettes. And there's no indication at

all of the advanced, liberated, multicultural society I thought we all lived in now. *Jelly Belly* is quite different. This is a collection of 75 brand-new, original nursery rhymes, "from one of Canada's major poets" so the blurb informs me. There is a deeply satisfying range of styles, from uproarious, through preposterous, via spooky and mysterious, into romantic and wistful. I'd like to quote from dozens. My favourite panel of six year olds simply appropriated the book when my back was turned, and know all of them by heart already. "Listen Wayne, you're going to love this!" I heard Falser say before reciting the title poem. And the illustrations are delicious; who could ask for more?

Mary Jane Drummond

Second honeymoon?

Language Development. Edited by Andrew Lock and Eunice Fisher. Croom Helm, in association with the Open University £5.95, 0 7099 19 32 8.

In the beginning, says the foreword, linguists and psychologists walked hand in hand, towards glowing new theoretical horizons: "It was a blissful relationship". Their came estrangement and separation when the two teams realized they were pursuing different dreams; but apparently we are now witnessing a rapprochement between them; is a second honeymoon on the way?

This collection of papers is intended to give OU third level "Cognitive Development" students (and others) the chance to assess the current state of play in the two disciplines; but the editors have another, more original end in view. They are trying, they say, to communicate to their readers some of the thrill of the researcher who for a fleeting moment sees to the heart of the matter; they suggest that traditional academic objectives of breadth and

clarity are secondary to a more mystical goal that no teacher or guide or book can guarantee. This is an exciting programme for what is, after all, only a bunch of reprints. Still, as bunches of reprints go, it has a lot to offer. It is, for a start, considerably more heterogeneous in style and content than many such collections, and this must be a Good Thing. Who, for example, would expect to find a paper dated 1897 in a volume surveying current approaches? This chapter, by George John Romanes, an early student of Darwin's, now seems visionary and dotty by turns. He describes a parrot he knows who can talk quite well, and the chimpanzee in the zoological gardens "which I have taught to count as far as five" - but his very eccentricities make his anthropo-evolutionary perspective more exciting.

Other sections in the book cover, in a much more conventional way, the early development of language, social factors in development, and "Language and Thought". The most interesting papers are in this last section, where the two papers by Olson and

Bloom are crammed with controversial arguments and provocative conclusions. Perhaps these chapters seem particularly lively after the previous section, which is difficult to get steamed up about, since it is set another guided tour around Bernsteinland. I suppose there must be a body of students coming fresh to the field of social class differences in the use of language, and it will be nice for them to have so lucid a guide as Peter Robinson on their first visit. But for an old hack, it's weary work.

There are plenty of other, much more rewarding things in the book. And the editors get full marks too for their brief introductions to the critical, yet charitable, approach that they recommend in the foreword. It was an unexpected pleasure to meet a passage from *Anna Karenina* (Levin's besufling proposal to Kitty) being used to illustrate the problem of degrees of explicitness in speech. In fact, for a bunch of reprints, it's a very good value indeed.

Mary Jane Drummond

Honourable intentions

Penguin Passnotes: Advisory Editor, S H Coote: Chemistry £1.50 0 14 077016 X; Geography £1.50 0770178; English Language £1.50 0770208; Macbeth 95p 0770089; Wuthering Heights 95p 0770011; The Mayor of Casterbridge 95p 0770054.

Understandably enough, teachers (and particularly English teachers) have traditionally fought shy of recommending examination revision notes to their classes. In part this reticence has grown out of their concern at the quality or relevance of the published notes to specific examinations - that and the fear that once armed with a set of notes pupils won't bother with the actual texts at all. At a deeper level there is surely also a professional bridling: a feeling that an endorsement of the works of Coe, Brodie or whoever is implicitly an admission of the teacher's own inadequacy.

Now, however, Penguin have come up with *PassNotes*, and a gushing blurb designed to allay both fears. Each volume, they say, is larger and more comprehensive than its competitors and has been devised with current O level and CSE examinations in mind. That's not all; each is written by a real, practising teacher - one of us - who, as likely as not, also serves on a "major British examining board". Use them with a clear conscience, recommend them to your classes like you might suggest they go to see a colleague. Penguin might have been forgiven for going on. Not a bit of it. With a modesty almost unknown in publishing today they continue: "The claims made above might sound like publisher's hype..."

Well yes, but they are also quite accurate. There are 16 titles so far available in the *PassNotes* series covering chemistry, English language, geography, maths and physics as well as a range of the most frequently set English literature texts. Common to

them all is a commendable thoroughness (the non-literary titles are admirable examples of well-organized study notes) and a concentration on what the actual examination is going to ask.

It is, of course, a matter of continual debate whether such "cramming" or "teaching to the exam" should be a feature of general fourth- and fifth-form work - probably not; in such books as *PassNotes*, however, it is obviously essential and the reason why pupils - and/or their parents - will buy them in the first place. Thus *Geography* is peppered with such useful information as: "This section is usually compulsory and carries around 15 per cent of all the marks available - sometimes more". Having spent £1.50 to find that out, it's going to be a very dense student who doesn't take the hint and mug up on the mapwork.

The tone of *PassNotes English Language* is rather more avuncular - "You can find the full range of emotional experiences on the printed page" - but the book is equally practical. Like all the others it has a good selection of genuine questions taken from the past papers of several boards. Like the questions in the other non-literary volumes these come with fully-worked model answers. In the volumes dealing with set books the questions are not answered, thus avoiding the danger of parroting (and indeed pirated) examination responses.

Each of the set book volumes also has a preface addressed directly to "The Student which stresses that the book "is not a substitute for reading the text" (their italics). That might at least reassure teachers of literature about the honourable intentions underlying the series.

Look out for *PassNotes*. There are already strategically placed "dumplings" full of them in many bookshops; dog-eared single copies will surely be turning up in bags and blazer pockets as June approaches.

Hugh David

Why? how? who?

Question and Answer Encyclopedia. Why is it? 0 86272 071 0. How does it work? 0 86272 072 9. Edited by Lesley Firth. Kingfisher Books £4.95 each.

These two books form part of what will eventually become a six-volume encyclopedia when the other titles complete the set - *What is it? Where is it? When did it happen? and Who were they?* Presumably the publishers are aware that questions beginning "why" and "how" are often interchangeable. Indeed the question "how do stars die?" is in *Why is it?*, whilst the answer to "why does mistletoe grow on trees?" is found in *How does it work?*

No logical reason for the often arbitrary division of information between these books is given, other than the implication from the titles that the question "why" will generate different responses to those aroused by "how".

Philip Sauvain

SMP 11-16

... well worth a serious inspection ...

Teachers! Write for details of inspection/reference material and a FREE practical guide to SMP 11-16 from Kate Eaglestone at the address below.

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

World welcome

Henry James: *The Golden Bowl*. Edited and introduced by Virginia Llewellyn Smith. £2.95 0 19 281653 5. Charles Kingsley: *Alton Locke*. Edited and introduced by Elizabeth A. Cripps. £2.95 281633 1.

Tomas Smollett: *The Adventures of Peregrine Pickle*. Edited and introduced by James L. Clifford. Revised by Paul-Gabriel Bouce. £3.95. 281663 2. Fanny Burney: *Camilla*. Edited and introduced by Edward A. Bloom and Lillian D. Bloom. £3.95 281662 4. Oxford University Press World Classics.

The paperback issue of the excellent World Classics series is very welcome. Were it no more, it would be good to have available classic texts of English and foreign literature at what today must pass for a reasonable price. But this is not all. Each of the works listed has an introductory essay, a note on the text, a summary chronology of the author's life, a select bibliography and select notes, elucidating difficulties in the text and at times giving variant readings. The volumes are thus on all counts admirably suited to meet the

needs of relatively impecunious students for whom they will, aside from providing an exact text, also act as guides to further study.

Virginia Llewellyn Smith takes the opportunity of introducing a reader unfamiliar with the work and style of Henry James to the intricacies, obliquities and allusiveness of his procedure. The brief analysis of the story sets out in a masterly fashion what may be termed the illusion and reality unfolded, and their reversal as the work develops, such that, owing to the experiences of the several actors, not only is what is really for some, illusion for others, but this reality itself can, and at times does, turn into illusion. And what was thought illusion comes to be seen to be, and to be accepted as, reality. The probably unwary student thus warned is in better posture to read with understanding and appreciation.

Elizabeth Cripps' remarks are, Kingsley's method, being different, more factual. The genesis of the work is discussed, and its place as an example of a particular kind of nineteenth century novel. The perhaps unprincipled attempt of Kingsley's later to alter the text, watering down some aspects

of his criticisms of English social life, once his own social position had changed, is treated with understanding, if not with approval - something that so far as what is written is concerned, whatever Elizabeth Cripps may privately feel) stems less from moral grounds, than from the fact that the alterations impair the literary quality of the work. The text here published is the original one.

Despite its brevity, James L. Clifford's introduction to *Peregrine Pickle* touches on virtually all the main difficulties raised by the novel. Its relative lack of popularity from the very start is shown to be due partly to chance circumstances at the time, and later to the change of taste that made the frequent grossness of the work objectionable, and obscured what is today accepted as Smollett's moral purpose. Clifford has an interesting discussion of the various possible ways in which the novel can be viewed, as melodrama, as realism, or as satire. There is some consideration of the difficulty in perceiving any definite structure in the work (particularly in view of the insertion of the *Memoirs of a Lady of Quality*); but Clifford concludes that,

in the end, what is perennially fascinating is the wealth of strikingly depicted characters, and the richness and gusto of the writing.

The Professors Bloom describe the gradual genesis of *Camilla*, the general lines of which were first sketched on odd scraps of paper during Fanny Burney's five years as second Keeper of the robes to Queen Charlotte, and give some indication of the difficulties encountered in the course of publication, especially of the second edition. They point out that Fanny Burney wrote at speed - indeed, far too quickly - and that in consequence she had much to revise, something that proved a very vexatious task. The difficulties she had with her printers are described, as are the protracted effects of private griefs - both of which delayed the appearance of a second edition for years.

These volumes will be an addition to the library of anyone setting out either to study or merely to begin to read English literature.

Pierre Watier

Shrewd operator

De Valera and his Times. Edited by J.P. Carroll and John A. Murphy. Cork University Press IR£15.00. 0 902561 26 X.

Most of the many Irish who loathed his politics nevertheless kept a sneaking respect for De Valera. With phenomenal survivability, awesome self-righteousness, and the capacity to make opponents appear fools and knaves, he was a shrewd and successful operator near the heart of Irish politics for half a century. Dev has been dead for nine years, but his papers are still closed (though the authorized eulogists, Lord Longford and Tom O'Neill, were allowed access while he was very much alive) and it is not easy to judge him in perspective. This book results from a centenary conference in 1982 when historians gathered to probe that complex career. Professor Murphy leads the way with a balance-sheet of achievement, while others dissect incidents and aspects from 50 active years.

All show respect, though some are critical. David Fitzpatrick and Ronan Fanning outline some feats of legendary in discarding played-out attitudes (the revolutionary romanticism of Pearse and the IRA) while appearing to do just the reverse. The antiquated idealism of the 1943 broadcast envisaging an Ireland of cosy homesteads, joyous villages, sturdy children, athletic youths, comely maidens and fire-side forums for the wisdom of old age, is much quoted here; yet Dev paved the way for Lemass's economic miracle that finally dragged Ireland into the twentieth century. He gave his state identity and purpose, particularly through wartime neutrality; and he preached a united Ireland. Nevertheless, half-intentionally, he contrived to foster partition, and his (sometimes puerile) dedication to Gaelic Catholic nationalism perpetuated Ireland's fundamental cultural division.

Tom Corfe

Analysis to cliché

Dynasty: The Astors and Their Times. By David Sinclair. Dent £12.95. 0 460 04409 5.

Going, as a schoolboy, to hear Lady Astor speak, I was highly expectant. The legendary Nancy Astor, the first woman member to take her seat, 25 years in the House. Alas for adolescent heroine worship. Within two minutes of her starting, I realized that I was listening to quite the silliest person I had ever come across: within five, I knew that, if I lived to be a hundred, I should never hear a sillier.

It was therefore primarily as to a potential fresh mine of anecdote about Nancy - hypocrite, bully, crank and bore - that I came to David Sinclair's bustling and crowded chronicle of the Astor family, from the founder of its fortunes (built, initially, on tea, fur and real estate) John Jacob I (1763-1848) down to John Jacob VIII (1946-). Nothing really new about Nancy here: Mr Sinclair obviously finds her pretty awful, but gallantly scratches together a few shreds of mitigating evidence. By the most appealing scion of this undignified dynasty were Waldorf, 'Nancy's' shy, benign and infinitely long-suffering husband; and his brother, 'Times'-owning John Jacob V, a Tory MP slopping over with so much of the milk of paternalist kindness as to be not just pure and worthy but pure *Gaiusworthy*.

Mr Sinclair's tone is uneven: it veers from acute analysis to gossip to cliché. Some of his political detail is inaccurate, and he is occasionally, as in his account of the Third Viscount's involvement in the Profumo scandal, inconsistent in his findings. The index is both erratic and inadequate. However, the book is never less than readable and is guaranteed to delight all those who relish the deformations of the Really Rich. Rich.

Martin Fagg

Alternative apron strings

The Changing Role of Fathers. By Graeme Russell. Open University Press £6.95.

The care of small children is perhaps the most rewarding, boring, delightful, frustrating and fascinating of human occupations. Not surprisingly, the fathers in the sample of Australian children studied by Graeme Russell found that the experience increased more than 'the pleasure and pain' of being a father. Yet most fathers and mothers in the sample mentioned the father's improved relationships with his children as the overriding advantage of the 'shared-caring' system. Whatever the pains, it seems, for most of these fathers, the 'pleasures' outweighed them.

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either full-time or part-time. Graeme Russell suggests that in these cases there were no economic and social pressures on the father to 'go back to work'. There is surely another possibility. For many people, the pleasures of childcare are more likely to outweigh the pains when life at home with the children is varied by life at work among adults.

It was a pity that the researchers were not able to follow-up more than 27 of their sample of 71 shared-caring families. The question of how a shared-caring arrangement, once set up, changes with time, and how it survives, is among the most important and interesting in this area of study. Graeme Russell found that most mothers in the sample were doing more than their 'share' of the 'shared-caring'. Some had the 'dual role' of breadwinner and primary caretaker and, not surprisingly, found the 'shared-caring' arrangement exhausting and draining. Would greater adjustments from 'traditional' patterns and expectations be made over time among some of these parents? Or is the assumption of truly equal competence in, and responsibility for, every aspect of childcare, still

Frances Hill

No joke

Riddles Ancient and Modern. By Mark Bryant. Hutchinson £5.95. 0 19 151301 4.

It is beguiling to think of the Queen of Sheba making her way out of what is now luckless Yemen, replete with camels and sherbet and silks, on her way to visit King Solomon at Jerusalem - and of Solomon entertaining her to a riddle-contest. How is it that such an esteemed and widely-practised pursuit as riddling has so come down in the world that, in the late twentieth century, riddles are a matter of the nursery, crackers, and decadent (and often offensive) black jokes?

There are two parts to *Riddles Ancient and Modern*: a fascinating 70-page 'Brief History of Riddles and Riddling' and an anthology of more than 700 riddles. Mr Bryant begins by following the riddle from its earliest known origins with the Babylonians to its first golden age in Classical Greece. It is a hard heart that is not a little touched by the tradition that Homer died of chagrin at being unable to answer the riddle on lice put to him by the fishermen of Ios: 'What we caught we threw away; what we didn't catch we kept.'

Pointing to the way in which the posing and guessing of riddles has literally been a matter of life and death (so-called 'neck' riddles), and determined the giving of a hand in marriage, not to mention their innumerable religious, political, literary and educational uses, Mr Bryant's riddle-history is a cavalcade of great civilizations and illustrious names: the Anglo-Saxons and Vikings, the Renaissance Italians, French and English, the *Sturm und Drang* Germans; Shakespeare and Strappola, Goethe and Voltaire, Cervantes and Swift, they all composed and enjoyed riddles.

That the riddle still has power to offend and even to wound is demonstrated by the furor surrounding *The Riddle Book* edited by this reviewer and withdrawn by Macmillan last year. But, as Bryant shows, the scurrilous riddle has a long tradition: remarkably, the publication of Stigliani's outrageous *Rime* (1605) is still censored in Italy.

The alphabetical anthology is an eye-opening, and the first to present anything like a wide range of material for the non-specialist reader. Unconstrained Household Riddles: Rub shoulders with Lucilius Scaurus (d. 140), Poe with Puerellus, the *Rig-Veda* with Rousseau.

Mr Bryant not only gives all the answers at the back but also has a reply to the question I put to myself at the beginning: *Why Riddles?* De Bono and the Ornes, he says, have shown that riddles are synonymous with seasons of intellectual awakening, and have 'always appeared hand in hand with a resurgence in artistic activity almost as a touchstone of cultural fitness'. So where does that leave us?



The Wonder of Birds (National Geographic Society) is a lavishly illustrated travelogue through Attenborough territory, though without that commentator's skill with words. Above, two bald eagles ('stately raptors') fight over a snow goose. The Birds of North America (which is also available separately at £7.95). The British publisher is David and Charles.

Alternative apron strings

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Frances Hill

notes

CHILD'S PLAY

To launch a campaign to publicise their children's titles, BBC Records are selling a new LP called *Child's Play*, an album of 14 tracks taken from existing BBC children's albums such as *Play School*, *Dr Who* and *Henry's Cat*, at a special price of £1.99. It is also available on cassette. Other additions to the children's catalogue are a new LP of songs from *Play School* and *Playaway*, starring Floella Benjamin and Brian Cant, and a new album of Alan Bennett's vivid readings of A.A. Milne's *House at Pooh Corner*.

ACTIVITIES GUIDE

Hestair Hope have this year devoted 12 pages of their equipment catalogue to a selection of museums, activity holidays and centres for day visits. There is also a supplement devoted to companies offering special services for schools.

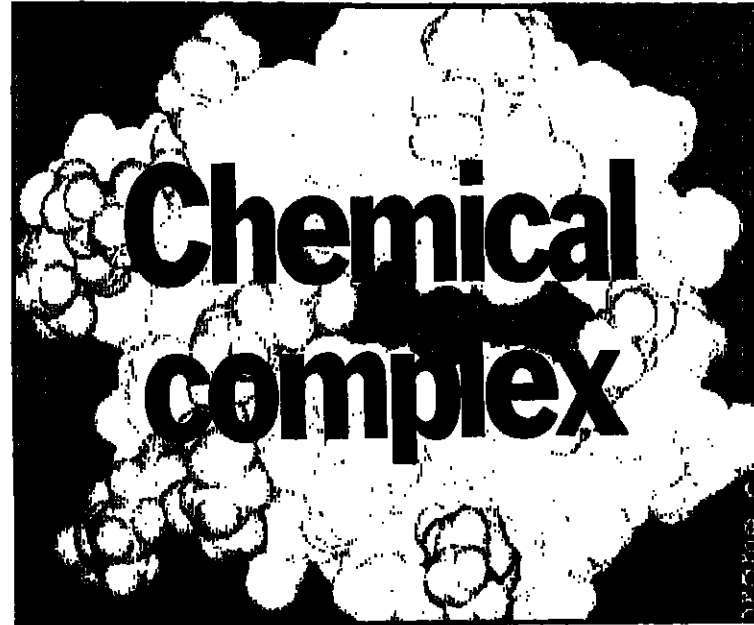
The Marketing Department, Hestair Hope Ltd, St. Phillips Drive, Royton, Oldham, OL2 6AG.

DAY IN THE LIFE

Alexander Solzhenitsyn reads his first published work, *One Day in the Life of Ivan Denisovich*, in a boxed set of three cassettes available from BBC External Services. The unique recording in the original Russian, was made in 1982 for the BBC Russian Service.

The cassettes are available by mail order from BBC External Business and Development Group, Room 913 NE, Bush House, The Strand, London WC2B 4PH. Price is £12 the set including VAT and post and packing.

In the Computers in Education Extra, March 2, the price for *The Shiva First Mathematics Programme* was quoted as £4.00. It is in fact £14.00.



Alan Vincent reviews a major chemistry project for small sixth forms

ILPAC (Independent Learning Project for Advanced Chemistry)

Ten first-year units, £2.25 each. Ten second-year units to be published in September.

Teachers' and technicians' notes, £6.95 each.

John Murray, 50 Albemarle St. London W1X 4BD (tel 01 481 4361).

'P41 Curves' computer program, disc for RML 3802, £5.00 from North London Science Centre, 62-66 Highbury Grove, London N5 2AD.

Fourteen videotapes available for purchase (or hire per term): VHS £35.00 (£15.00), U-matic £45.00 (£19.00), Betamax £38.00 (£16.00) each, prices exclude VAT, from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

The Independent Learning Project for Advanced Chemistry was originally intended to overcome the problems

arising from uneconomically small sixth forms in Inner London schools. It aims to provide a course which can be followed by a student working with less direct teacher help than is usual. As such, it represents an excellent example of educational technology in its broadest sense. It also indicates the enormous amount of teamwork necessary to set up a project of this type.

The complete course involves the student in a variety of activities which include studying the units, completing exercises both self-marked and teacher-marked, viewing videotapes and film loops, working with computer programs, reading textbooks and doing laboratory work.

The 20 units forming the core of the course bear some resemblance to Open University units. They are offset-printed from typescript, immaculately produced and written in short paragraphs with a liberal use of

headings and diagrams. Their function is to guide the student through the various activities, and they do this job very well, starting with an account of the prerequisite knowledge needed and a pre-test to assess the student's readiness to start. Objectives set out at the beginning of appropriate sections serve as encouragement to the students by letting them know what is expected of them at the end. Much sensible study guidance is included at the start of unit one and throughout the course, and the clear concise answers to exercises, which are collected at the back of each book, serve as excellent examples to examinees.

The pack includes support materials for students, teachers and technicians. For teachers there are answers to pre- and post-tests, suggestions on how to assess practical work and clear guidance notes on the experiments. Technicians get full instructions on how to prepare solutions, what apparatus is needed, quantities per student, etc.

The course aims to cover the syllabus of all main examination boards, so it includes the substantial theory content characteristic of present-day chemistry courses. One consequence of this heavy theoretical bias is the omission, in some places, of the experimental evidence on which various assertions are based. Some notable examples come in the quoted values of nuclear sizes, bond angles and molecular structures.

The worst example of this experimental/theory confusion comes in the video programme *Molecules and Models* in which the commentator says: 'The shape of a molecule can be worked out using mathematical theory'. It is a danger of our present system of chemical education that some people may even grow up to believe this. I would not advocate an O level course in rotational spectroscopy, but somewhere along the line students must be taught that molecular shapes are experimentally determined and bonding theories simply attempt to explain various observations about molecules.

Inevitably, in a project of this size, some areas of the subject matter worried me. I was unhappy to see Le Chatelier's Principle still included in a modern course, but at least it is correctly quoted from its original source. I do not believe that boron(III) fluoride should be described as 'electron deficient'; I do not like the qualitative polarization explanation of the low stability of magnesium carbonate, and the description of an octahedral structure into too little emphasis on the equivalence of the six bonds. I would like to have seen some discussion of the direction of the difference between calculated and experimental lattice energies in the cases like AgI where they do not agree. This is an excellent opportunity to point out that a real system is actually more stable than our imperfect models predict.

Set against these criticisms, however, are many strengths in the ways in which the chemistry is put over. The experimental instructions are clear, guidance is given on the layout of results and appropriate emphasis is given to safety matters, including the use of international hazard symbols. Frequent use is made of everyday analogies, such as likening our different models of molecular systems to different maps of an area, each with its own field of use. The mole is dealt with particularly well. The physical quantities 'amount' and 'concentration' being distinguished from their units 'mol' and 'mol per cubic dm'. The abbreviation 'molarity' is not even mentioned.

Many areas of difficulty are anticipated and clearly explained, notably the equivalence of the four bonds in the ammonium ion and the equivalent bonds resulting from delocalization. Resonance hybrids are likened to a hybrid animal but I always like to push that analogy one step further (with due acknowledgement to the late Sir Ronald Nyholm) and point out that the mole also has less energy than either of its parents!

Alan Vincent is a principal lecturer in chemistry at Kingston Polytechnic and a committee member of the Educational Techniques Group of The Royal Society of Chemistry.

Narrow vision

by James Bromwich

The Renaissance in France. The New Spirit in the North. The Adventure of Man series. Filmstrips and tapes. Visual Publications. Available from VP International Ltd, 197 Kensington High Street, London W8. Prices: £5.20 for filmstrips; cassettes: £2.70.

Defining the Renaissance is inevitably a complex matter, dependent as it is on so many elements. The difficulties are manifest even when dealing with Italy, where, there is at least agreement, it started. When dealing with other parts of Europe, major difficulties have to be faced. The two sets under review do not discuss problems of interpretation or make clear the perspective that has been adopted. This is in line with their part in the monumental 'Adventure of Man' series.

No doubt if you have other sections the format will be familiar. The filmstrips are generous with material having over forty frames each, colour quality is good and, given significant limitations, the choice manages to mix the famous and the less well-known in a reasonably balanced way. The tapes provide a summary narrative, introductory in tone, generalized in comment and occasionally insensitive: 'These troubles hindered (artistic) development' seems inadequate when referring to the St Bartholomew's Day massacres of 1571.

William Eaton's teachers' notes reveal the underlying assumptions of the sets. Neither differing interpretations nor historical dispute must show. A deepening perception of the artistic material is seen simply in terms of career information about the artist or historical background to the subject matter.

The Renaissance in France takes a broad chronological perspective, a quarter of the set deals with medieval material, and it goes on well into the seventeenth century. Yet it gives a partial view of culture. Architecture is

thinly covered; music, furniture and minor arts not at all. The inclusion of Poussin and Molière is not explained, though a case for them could perhaps be made. Jean Clouet's portrait of François I is used to give a potted dynastic history rather than indicate the place of court portraiture in the period, let alone describe the older Clouet's specific techniques and innovations, and his son's work is simply epitomized as 'influenced by the later mannerists'.

The second set, *The New Spirit of the North*, wisely drops the term renaissance, but suffers similar weaknesses. In addition, its geographical coverage is strictly limited to Germany and the Netherlands. Perhaps this is sensible, if a little deceptive given the title, as frames deal with the middle ages. The treatment of Germany stops after Dürer; Holland, but not Flanders, is carried on into the later seventeenth century.

The cost again is narrowness of vision. No architecture at all and even literary/scholarship achievement receives abbreviated treatment. If anything, the commentary is cruder in both the tape narrative and the teachers' notes. The medieval period is largely portrayed as a cultural desert. Dürer and Rembrandt justifiably receive longer treatment than other painters, but Breughel is both poorly and under-represented.

The most obvious target audience is the post O level group, whether studying history, art or general education. The amount of material makes the sets unsuitable for younger classes, yet they are seriously flawed for the older student by their lack of depth. Malraux once wrote that the value of a work of art lay in 'its blending of content with the methods of its expression'. As the tapes in tone are brought without the tapes, it might be worthwhile seeing them as a resource to turn into slides and for teachers to decide their own perspective and prepare a relevant commentary.

Tax codes

Teachers' Resource Pack. First copy free; extra copies £1.75 each. Available from the Inland Revenue Education Service, PO Box 20, Wetherby, W Yorks LS23 7EH.

In response to frequent requests for information and learning material to help teach about income tax, the Inland Revenue Education Service has prepared a new resource pack which contains tutor's notes, a number of worksheets on the history of taxation, facsimile documents and 16 assignment sheets.

The tutor's notes provide the basis for a lesson on income tax. They pre-suppose that after leaving school, students will be single, wage-earning employees. Marginal notes draw attention to tax rates and allowances subject to annual revision, and suggest methods of presentation.

The charts colourfully portray several themes related to the need for taxation, the social and class systems of different periods, the objectives of taxes, problems of tax assessment and collection, the development of universal suffrage, and the conflicting interests of different sections of the community. Their format permits group work on different sections.

Several assignment cards are appropriate for history work, especially those on the Domesday survey, and on poll and window taxes. Others are suitable for life skills, mathematics, computer studies, commerce and economics classes. Two in particular provide a starting point for understanding the kind of information that forms collect and the need for organizing personal details to make form-filling easy.

Exercises on obtaining a tax code, and working out allowances, apart from their intrinsic utility, provide practice in arithmetical calculations. Other assignments raise broader questions of government income and expenditure, and would be helpful for commerce or social economics classes.

David Whitehead

Ne for nuts

Get Ready to Read
Two cassettes available in VHS or Betamax, total price £29.95
Mother Magazine Dept VMI, Rochester X, Kent ME9 1AA.

These tapes are intended "to introduce children of three to five years to skills that are necessary in order to begin reading". The manual recommends that parents should recommend them by providing a wide range of first-hand experience of play and talk and by reading plenty of stories in the tapes themselves. This is important advice. However, it also calls into question the advantages claimed for "pre-reading" activities based on disconnected perceptual training rather than on books and reading.

The tapes themselves make poor advocates. Despite their high price, they are bereft of imagination and the advice they contain is at times little short of misleading. The second in particular is a monotonous journey through the alphabet, one sound to each letter and each pronounced completely with "schwa" as in "ne for nails" and "ne for nuts". The accompanying exercises in letter formation lack consistency, so that the best ideas such as the sand tray, are lost among others which are much less useful.

The first tape aims to establish discrimination between forms and shapes through games, jigsaws and exercises of the "square-hole-in-a-square-hole" variety. This seems, however, to be no logical sequence to the construction. Tracing, for example, follows shape recognition where it might better have preceded it, and the last section of the tape is very similar to the first. Visually this tape is very poor value, with a variety of soft toys introduced, allegedly to take part, but in fact just to watch. *Play School* need not fear the competition.

The precise nature of the connection between the activities described in these tapes and reading is not discussed in the manual, and is a case which needs to be made out. There exists on the other hand a clear line of research from the work of Dolores Durkin and Margaret Clark through to the parental involvement initiatives which are taking root throughout the country, to indicate that the best way for parents to help their children is by fostering and sharing an interest in books.

John Bald

edits

VIDEO CATALOGUE

Educational Media International, producers and distributors of audio-visual material for education, have launched a new catalogue of 76 educational titles on videocassette. Subjects include chemistry, physics, geography, social studies, health and technology. Prices range from £23 to £29.

Educational Media International, 25 Gollies Road, London W5 3AL.

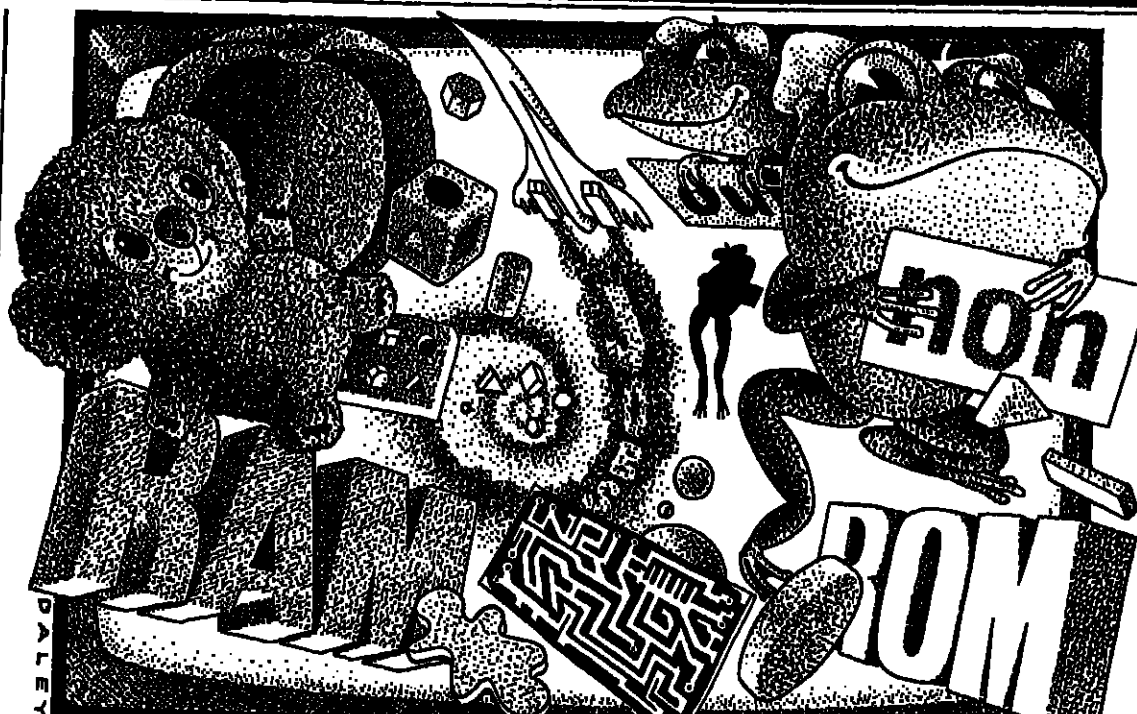
BASIC COURSE

"Getting Down to BASIC", a self-instructional course in computers programming, won a Gold Award at the International Film and TV Festival in New York held at the end of last year.

Presented by Anna Ford, the video-course assumes no prior knowledge of computing and is suitable for anyone aged from nine upwards, say the producers. The two-hour tape covers all the main features of BASIC. The Guild Organisation Ltd, Guild House, Cundie Road, Peterborough PE2 9PZ.

IV REGISTER

The Council for Education Technology is compiling an information and research register of individuals or organisations interested in the development of interactive video for education and training in the UK. If you want to be included on the register or want more information about it write to: The Council for Education Technology for the UK, 3 Devonshire Street, London W1N 2BA.



No-nonsense French

GCE O-level French Revision, by Alma Gray
VHS, price £24.95 (including postage) from Hazel Dolbrien Ltd, 25 Thurloe Street, London SW7 2LH.

The introduction to this one-hour video reads rather like a Government health warning. "You will not find these programmes easy going, light-hearted or entertaining. On the contrary you will find that working with videocassettes requires a good deal of hard work". Thus chastened, the putative French scholar is presented with a thorough review of the grammar of the language. It is not, as implied in the title, a full CSE or O-level revision resource, but supports only that part of the exam which relies on the accurate use and spelling of grammatical structures.

The content is carefully chosen and covers the usual revision areas of agreements, pronouns, verb constructions, etc. The balance is sometimes weighted too heavily in favour of verbs - the "er" section is particularly long - with the result that tricky topics such as

the agreement of reflexives in the perfect tense or disjunctive pronouns are too quickly discussed. On the other hand, most points are neatly handled with legitimate short cuts introduced where appropriate, as for instance the inclusion of *ce*, *tout* and *quel* among the usual descriptive adjectives.

The production could be described as taking a no-nonsense approach. A teacher, Diana Adley, explains the various points, helped by cutaways of text on the screen. The examples are spoken, or, more accurately, recited, by Yves Aubert. These introductions are followed by tests in which the student has to translate and manipulate various typical exemplars. Students are clearly advised to study in short sections and it may be that, if they do tackle one topic at a time, the approach will work. However, on the tape itself the topics are not delineated and the presentation rattles along so the necessary advice of breaking up the viewing is not backed up by any production techniques. I would have liked more use of simple graphics, slides and animations to relieve the visual monotony of lists of phrases

appearing on the screen. This could also have given some help with contextualizing the phrases, since, as it stands, they are all detached from any meaningful situation.

The student is also advised to make frequent use of the pause and rewind facility and this is indeed vital for any learning to take place. When working with remote control the advice is various points, but if it means sitting within inches of the set, this is far from satisfactory.

Revision French provides pupils learning alone with a way of honing up on grammar just before the exam. This aim will be considered by many as worthwhile and the selection of items is, in general, sensible. It would have worked better, however, if the production had been more attractive and taken more account of the nature of the learning situation and the learners, most of whom still need motivating. As one target 15-year-old commented: "It's really boring but it might help me get the endings right".

Brian Hill

Input, output

RAMS, ROMS and Other Stores
Inside the Micro - Parts I, II, III
Communications Interface
Word Processors at Work
All available in VHS (£17.25), Betamax (£18.40) and U-matic (£20.70) from the ILEA Learning Resources Branch, TV Centre, Thackeray Road, London SW8 2TB (tel 01-662 9966).

In its early days, MEP spent quite a lot of money commissioning videotapes for use both in the classroom and in teacher training. These four packages were among them. None of them pretends to be innovative educational television but all were designed to fill a vacuum in the absence of other material suitable for teachers and children. The technical quality of all the tapes is high.

RAM, ROMS and Other Stores is an introduction to computer architecture, written by Erik Arnold and presented by the ubiquitous Peter Purves. As it says in the accompanying leaflet, "the content of this programme is highly concentrated, containing essential information, and viewers are advised to stop the tape at appropriate intervals".

The treatment of topics is not particularly visual and consists largely of Purves standing in a studio, a slide or two and the odd bit of what could be library footage. Consequently, one is led to think that a book would have served the purpose better. Even then,

some cleaning up would be necessary since the learning models come and go with little to form them. The worst example of this was a caption showing the standard input-output model of a computer, shortly after which we were told "RAM functions as a kind of input/output device".

Inside the Micro is a three-part series, written and presented by D.L. Thompson. It's an introduction to digital electronics - OR, AND and NOT gates and all that. Tape one covers the basics, tape two introduces the register-decoder systems and the final tape uses a microprocessor board to simulate the action of a code program.

The presenter is less experienced than Peter Purves but does quite a good job, although his script could have done with a spot of editing. Somewhere in the series, Thompson slips a long circuit board which looks like the thing they use in Padlock West London rail network. Undaunted by it, he says "I've got here a simple electric circuit, it's got a battery and a lamp and a switch. It's particularly liked the use of a pet dog as the model of an electric system, though I dread to think what a rowdy fourth form group would make of the notion that if the input to a dog is a biscuit then the output is a wagged tail. In this context, an AND gate is represented by an 'amiable' dog."

which only bites if you kick it and pull it tail. Bad-tampered dogs correspond to the OR-gate.

Peter Purves reappears in *Communications Interface*, which is about Prestel, modems and sending messages along telephone wires. The blurb says this tape is aimed at "teachers and students 15+ who are following Computer Studies, Business Studies, Commercial and General Studies courses". At the end of it we are left wondering which of these will know what 300Hz and 3400Hz mean, for this and much other (unnecessary) jargon is never clearly explained.

Word Processors at Work is the best of these videos, visually, mostly because it is much less studio bound. However, Michael Raggett's script is an unstoppable torrent of jargon and the sum total is an over-spaced survey of wordprocessing and electronic mail. Do secretarial students really need to know the difference between shared logic and distributed logic and will it help them to use the word-processing systems more effectively or wordprocessing over typing hard copy? I think not.

IBM have a film which addresses these important issues more directly and they have the advantage of John Cleese, who can communicate with young people. Annika Rice who presents this MEP video cannot.

Michael Thorne

Dream jobs

Game For a Job: Looking at Choosing
Produced by Jumpcut for COIC
Available on VHS and Betamax at £45.50 plus VAT from COIC, MRC, Moorfoot, Sheffield.

This is a follow-up of a previous video entitled *Game For a Job* which portrays job-hunting within the familiar framework of a television quiz show. The winner's prize is a dream job.

In their dream, or near-nightmare situation, Mike, Dave, Alison, Karen and Judy are seen seated on-stage. Round by round, they are taken through stages of their search for the job they want. At each stage, the least successful contestant is dropped - bang! exploded. So much for the losers. They only serve to show what NOT to do.

They start off with a request for careers information: where would they find it: careers literature, library, press, factory, careers office, college, office, careers teacher, careers officer, ask the family? Next, the remaining four are asked to be candid about their strengths and their weaknesses, a self-assessment proved or disproved by each mother who is brought in for the purpose. One boy, Dave, describes himself so fancifully that even his own mother doesn't recognize him.

What sort of job would they like? Karen and Mike like to do? They are shown diving for balloons each labelled with a career which might interest them. Mike is the least realistic in setting up his ambitions to become a Concorde pilot, jockey, or television comedian, so he is the next to be dropped.

The final round contrasts the two girls who have chosen sensible-sounding options. Judy wants to be a waitress, and already has some experience of catering from working in a cafe on Saturdays. Karen loves babies, and would like to become a nursery nurse, but a little questioning and a nicely staged song interlude in a setting straight out of *Sound of Music* shows that she doesn't really know what the job entails. Judy wins.

There is plenty of scope for discussion in this video, and the Users' Notes not only list all the lyrics from the rumbustious music, but take the class back through the job-seeking process point by point. A little sugar makes this often bitter medicine go down more entertainingly.

Ruth Elliott

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All formats except Philips N 1500 and N 1700.
Videotext Educational Publishing,
Orders Dept, 20 St Andrew's Road,
Exeter EX4 4F.

Video is not just a more convenient way of showing films or using broadcasts but has qualities of its own which Exmouth School Department of Religion have developed in a novel way for the teaching of world religions. These are videos designed by them for the classroom which use to the full the facility to stop or start at will and even allows the teacher to talk over the visuals. These cassettes are not polished documentaries with commentary and music but audio-visual examples of actual religious rites and ceremonies. There is a wealth of material on each cassette and a handbook is provided which allows the user to register counter numbers for a particular videocorder.

The first production in this series was *Aspects of Judaism* in 1982 and then I warmed to the educational method but had reservations about the choice of material and the variable quality of sound and vision. The new material is greatly improved and *Christianity* benefits from the variety of material readily available. The emphasis is on public worship with sequences ranging from a Catholic Mass to



Rites and ceremonies

Paul Turton reviews videos on religion

a Salvation Army meeting, including a Baptist baptism and an Anglican wedding. The choice is generally good, although the Orthodox Easter night procession is not very revealing in content or presentation. The local nature of the material presented is an advantage, for here is worship as pupils would experience it if they went to a church but with the added advantage of teacher control of presentation and

the opportunity to discuss significant points. The dynamism of the event is well conveyed in the extracts of the baptism and the army meeting, since both visual quality and selection of material are good. This is not so true of the Mass or the wedding where one is more conscious of studying a procedure than being close to a living and important activity. It is true that these cassettes are offered to the teacher as

raw materials, but a more rigorous selection and crisper editing would be helpful. Public worship is certainly a central feature for Christians but it is only one aspect of the religion and it is regrettable that there are no interviews with Christians or indications of activities outside the place of worship, whether in the home or in the world. The cassette on Sikhism has seven parts. The emphasis is on worship but

it includes a section on religious dress, an interview and two rites of passage. The choice of material and the quality of visuals is good. Notable features are the full sequence of putting on a turban and the clear emphasis, in visual terms, on respect for the holy book. The interview with the Guru Granth Sahib is a fairly complex theological discourse but includes useful comments about how Sikhs feel in English society. The wedding has the quality of immediacy but it feels long and teachers may have difficulty in drawing out the structure of the rite.

It may be hard to use this sequence in such a way that British children will take it seriously and avoid the semi-hysteria that the unfamiliar sometimes engenders. Nevertheless few pupils will be able to visit Sikh worship and the video offers a good substitute with the added ability to show inaccessible details such as the making of Karah Prashad in the kitchen and domestic ceremonies.

The Videotext method is a sound one and the producers have done a good job in getting the best pictures available without upsetting the flow of the events recorded. The notes given are helpful but not exhaustive and each tape needs careful pre-viewing by the teacher with reference to the synopsis. Although designed for secondary schools the video could be used in primary and middle schools. The perceptive teacher will find these tapes demanding in terms of preparation but stimulating in use, with the possibility of the development of a lively, productive and informed dialogue.

Conflict situations

Hugh David on "peace films"

Thinking About Conflict

The Party
The Fight
The Job

For secondary schools
Produced by Concord Film Council
The three films, on one 16mm film reel or videocassette, are available for purchase or hire from Concord Film Council, 201 Felixstowe Road, Ipswich IP3 9BU.

in liberal studies classes.

Perhaps that is why the three short "peace films" which comprise the Concord Film Council's *Thinking About Conflict* are rambling, chaotically through such other "relevant" topics as racism and sexism. They are so liberal, exploring so many contentious, contemporary "isms" they are bound to score a bulls-eye or two with some class somewhere.

It will be an odd, atypical class though. Few 14 to 18-year-olds (the films' target audience) turn up to an evening thrash with a quart bottle of Ribena like the kids in the first film *The Party* - fewer still, surely, are content to spend the evening snuggled and nibbling peanuts. Do sophisticated teenage girls brawl in school playgrounds the way the trendily named Tassia and Slobban do in the second film *The Fight*? Most seriously of all, do teenagers speak and move with the studied, directed woodenness of the young actors in all three films.

spouting leftist clichés as they take one another's arm?

Flopped on the ground in a park somewhere, a group discusses Sophie's decision to join the police in *The Job*, the third and final film. "How can she be so stupid?" they ask. Didn't she know the police were "racists"? - you can tell what they are going to say before they open their mouths. The final credits show that *Thinking About Conflict* was part-financed by the Greater London Council.

Like the copious teacher's notes (taken wholesale from *Peacemaking: A Guide to Conflict Resolution for Individuals, Groups and Nations*, an inevitably - American textbook edited by Barbara Stanford) the films are the victims of their own earnestness. There is no life in them. They seem as artificial as the suggestions for "Role-plays on Conflict Resolution" included in the notes, making sociological mountains out of the most adolescent molehills.



YTS in practice

by Ruth Elliott

Facing the Future

Free to schools and colleges.
Produced by the Manpower Services Commission's Careers and Occupational Information Centre (COIC)
To be ordered through I.e.a.s.

What can school-leavers learn and get from a Youth Training Scheme? Six young trainees from a variety of backgrounds are seen at work, and explain how they found the jobs they wanted in - respectively - graphics, the meat trade, farming, motor mechanics, retailing and farm maintenance. All good stuff for school-leavers who know what they'd like to do, even if they're not quite sure how to get there, and maybe of special interest to girls whose ambitions, like the agriculturalist shown, transcend traditional sex-stereotyping.

The main message is to show that trainees are enjoying the work they do in shops, farms, workshops or garages, and that they're also acquiring disciplines and skills from their courses which are not exclusively related to their current job, but may stand them in good stead in others too.

"There's a lot of training which is off-the-job," says David Law, who attended a two-week athletic training course which helped him to talk to people with confidence he hadn't had previously, and he stresses that he has improved in personal effectiveness, communication skills, problem solving and many other things useful in the labour market.

All the training schemes shown are specially constructed employer-based courses. But the accompanying project pack explains more widely how YTS works, and how it differs from the Youth Opportunities Programme. It's a year course, trainees get an allowance while they're learning, and many eventually keep the job they're already doing, sometimes before its official end.

"It's not at all like school," says Emma Hippolyte emphatically as she sorts women's clothing in the Marks & Spencer branch where she alternates her FE course with practical work. "We get money, and we learn something" (Emma's school is left mercifully unnamed.)

Ruth Elliott

Unveiling the mystery

Epilepsy: An Educational Package for Primary Health Care Nurses

VHS, Betamax or U-matic available; price £45.00 + VAT (£50.00 + VAT for complete package), for sale or hire from the Education and Information Service, National Society for Epilepsy, Chalfont St Peter, Gerrards Cross, Buckinghamshire SL9 0RJ (tel: 02407-3991).

Epilepsy has always had a bad press. Even today medieval prejudices against the epileptic survive; merely ticking that box on an application form, many fear, effectively bars them from employment - despite research which has shown that epileptics in work have fewer accidents than other employees and take less time off. Workers in the field cite many other examples of prejudice and discrimination against epileptics brought about by a widespread ignorance of the condition.

According to Dr Jolyon Oxley, Senior Physician to the National Society for Epilepsy, it is "something that has for a long time been shrouded in mystery, something to be feared". But, speaking at the launch of the

went on to say that it is now time "to unveil the mystery, to show that epilepsy is not a monster".

The package is designed to do exactly that. Intended for primary health care nurses, school nurses and others who have "front line" contact with epileptics and their families, it contains up-to-date medical information, a children's storybook explaining what it means to have an epileptic in the family and a thirty-minute videocassette. Filmed at the NSE's Chalfont Centre, this candidly illus-

trates the different types of epileptic fit, ranging from minor "petit mal" interruptions of consciousness ("absences") to major "grand mal" fits.

Pilot versions of the package have already been favourably received by six health authorities, confirming the National Society for Epilepsy's belief in the need for such material. They are now working on a similar package aimed directly at teachers which will be available early next year.

Hugh David

An 'extra' devoted to Resources for Learning

will be published in the paper on 30th April.

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MEDIA

SCHOOLS RADIO
BBC Introducing Science Extra:
Junior Electronics
Secondary Science: Electronics and
Microelectronics
Secondary Science: Microtechnology

One of the effects of the new technology is to push the old technology, and some of the new, down the educational tree from the universities into the secondary schools. As new concepts fill the post-graduate and undergraduate courses so the concepts which used to fill these slots are being pushed into the secondary school. This puts a great strain upon the schools' resources in terms of both teaching expertise and equipment. There are many initiatives, notably those from the Microelectronics in Education Programme and the Technical and Vocational Education Initiative which have been charged with providing new ideas and approaches to the teaching of these sunrise technologies.

The BBC have been putting together a number of packages to enable the teacher to introduce electronics, microelectronics and what they now call microtechnology. These courses don't rely upon work in any of the others although they could all be used in a linear fashion as the overlap is slight.

The courses are a mixture of radio, television, which is a radio programme with a filmstrip, teacher input and, finally, pupil practical work. The structure of the radio broadcasts is such that previous recording is needed. This is because first, the radio sections will have to be interrupted to allow the pupils to undertake the practical activities which are set by the presenter, Fred Harris, and second, it is necessary to interrupt the filmstrip sequences if the pictures are to be used to best advantage.



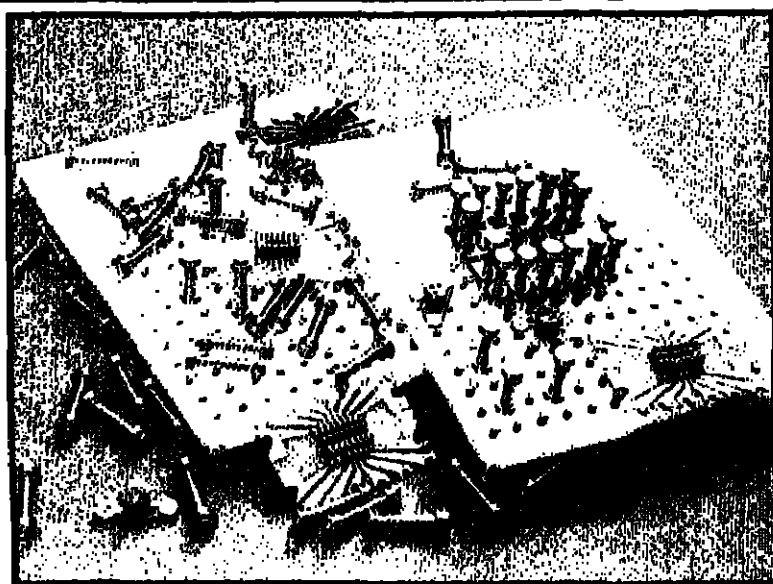
For all three of the series there is a set of teachers' notes and where there is a radiovision programme, an additional set of notes is available to accompany the filmstrip. Each broadcast sets up questions which can lead on very neatly towards practical work for the pupils and it is here in the practical element that the BBC have taken the innovative step of setting up their own kits for these experiments. These kits contain all the necessary parts for all the experiments in the system.

The approach is very much a bread-board system: components are fixed to a board on which are fixing points for them. Connections between components are made through these fixings. This cheap and effective system allows components and circuits to be quickly assembled and disassembled. The very simple visual layout allows the constructed circuit to look like the diagram of it. There are shortcomings, however, which the BBC have acknowledged: for the latest series, *Microtechnology*, they recommend a board which is much more robust and flexible than the fibreboard and screw system used previously. This system designed by BBC radio for schools is made under licence from them by Educational Electronics of Leighton Buzzard.

There is, of course, no reason why another bread-board system should not be used to do the experiments.

RTV
Insight
Yorkshire Television

Insight is a new TV series of 18 episodes. Designed primarily for profoundly deaf children between 9 and 12, its aim is to "extend and reinforce the English language". It is an ambitious series, based on the approach to teaching the deaf known as Total Communication, in which signs and fingerspelling are used simultaneously with speech to help the acquisition of English. The programme assumes that English is a second language for profoundly deaf children, an assumption which some professionals in the field would question, but given this premise the series is a brave and serious attempt to capitalise on second language learning techniques and relate them to the needs of the deaf. Rigorous back-up and reinforcement from intelligent teachers will be needed. However, if the series is to be more than



Conceptual bottleneck

Mike Sharpe reviews new schools radio series on electronics and microelectronics

although this will involve the teacher in extra work setting it up. The power source to run the experimental circuits could be batteries if so desired, but for the latest *Microtechnology* series the BBC have recommended a Power Supply Unit which is neat, cheap and has been passed by BBC engineers as safe, although this will have to be reassessed by your Authority before plugging in. The PSU comes from PNE design developments Ltd, PO Box 5, Romford, Essex.

The first of the three series is *Junior Electronics*. This is a five programme series which aims to cover work from electrical energy to the operation of the chip.

Programme one introduces the ideas of basic electricity and what it can do for us. It takes great pains to explain just why mains electricity is dangerous. Basic concepts covered in broadcast one include conductors, insulators and resistance. Follow up activities include the use of simple electrical circuits to investigate conductors, insulators and resistors.

Programme two investigates the idea of charge and capacitance. It goes on to introduce the idea of a Light Dependent Resistor, a resistor whose resistance to current flow changes depending upon the amount of light falling on it. Practical work again uses the programme in a stop start mode allowing Fred Harris to conduct the whole of the practical session. This approach is common to all three of the series.

Programme four brings in the idea of the chip and some of its uses. Practical work in this section is quite complex

and may well spill over the normal lesson length.

The fifth and final programme differs from the rest in that it is a radiovision programme; radio in conjunction with a filmstrip. This raises issues involved and looks at a variety of applications for the sort of electronics which the pupils will have experienced with in the preceding four programmes.

The second of the trilogy is *Electronics and Microelectronics*, through it is not really designed to follow on from *Junior Electronics*. Although many of the links are clear, there are many gaps which will have to be bridged by the teacher if the course is to follow directly from the junior version. The aim of the course is to "provide a link between microelectronics and physics and demonstrate the relationship between science and technology".

The series is made up of ten programmes, five of which are radiovision and five radio only. As with the *Junior Electronics*, there is a practical element which is designed around another pack of components and a similar breadboard to put them on to. This series is much broader than *Junior Electronics*. It looks at issues like the social and economic effects of the microelectronics revolution, how the chips are made and the relationships between man and machine, while allowing a solid practical base for the pupil to work through experiments which demonstrate and reinforce the ideas in the programmes.

The ten programmes trace the idea of electronics from concepts of current, charge, number systems and transducers through to the idea of microprocessing and its implications for the future.

Microtechnology is the latest offering from the BBC on this topic and is, it seems, a fine tuning of the ideas and

feedback gleaned from the first two series. There are ten programmes, one for teachers. The teachers' programme explains the philosophy behind the rest of the series. It discusses clichés about the image of the mechanically minded, the shortage of staff, the plethora of students and the idea that electronics is a subject in its own right. The series can, according to this first programme, be used in a number of ways; for example, as a support for O level activity; to introduce the teacher to microtechnology; and to support a wide range of syllabuses which include Computer Studies, Information Technology and Technology. In attempting this broad base the series loses none of its impact. The teachers' programme sets a fairly inflexible framework within which the rest of the series should be run making recommendations about the numbers of pupils per experimental set and so on which will help the teacher to spot the problems long before they crop up. The implication in the teachers' notes and programme, that flowing through all the programmes there are the twin themes of impact/implications and transistor/integrated circuit technology, works very well.

The information in the teachers' booklet for this series is very comprehensive. It explains just what knowledge is assumed and what other equipment apart from the kits will be needed. As with both the previous series, the notes include details of connections for the components on almost any breadboard and a variety of solutions to the breadboard question with the advantages and disadvantages of each system. I found this a very useful and well argued section.

Of the nine programmes left for the pupil, there are five radiovision and four radio programmes. The series covers both digital (computer type) and analog (not computer) electronics in roughly equal measure, following the twin themes as mentioned above. The third radiovision programme is a particularly well presented approach to the problem of getting information from real situations into electronic systems.

There are many pitfalls in implementing a distance learning package. The BBC seems to weave with great agility around these and each of the series is a compact system of radio, radiovision, and practical work which has and will help the teacher struggling to cope with this subject in the classroom, to cover all the bases. In looking through the entire offering there seems little to criticize.

For most teachers the extra cost involved in buying slides rather than a filmstrip is a small price to pay for the benefits that they bring. For a series which aims at the teacher new to the subject *Microtechnology* contains rather a lot of jargon but apart from that it is true to say that, provided the teacher has the prerequisite knowledge, the text can indeed be used in a self teaching mode.

All three series fill a gap in the system and as such deserve to become some of the most repeated programmes on the radio. In the summer term BBC Schools Radio will be broadcasting *Technology: Study Skills*, six programmes intended to help teachers and pupils gain confidence when starting technology courses leading to O level and CSE.

speech rhythms could prove to be the most interesting and innovative part of the series from a teaching point of view. The dialogue between Wordwitch and SuperSign on the other hand involves mixing media (SuperSign uses signs with speech, Wordwitch uses speech alone) and one would like to know a great deal more about this sort of dialogue, and whether or not the mixture creates difficulties for the child. Is the combination of signs, sound, lip patterns and captions mutually reinforcing, or does the child simply ignore certain inputs, and if so which?

The series raises many questions no bad thing in this vexed educational field. But the amount that is crammed into a 15 minute episode makes it something of a linguistic goulash. The secondary aim of getting normal children to identify with deaf children is child does not get the false impression that all hearing-impaired children are second language learners.

briefings

radio & tv

FOR SCHOOLS

GOING TO WORK
(Monday, 9.38, Friday, 11.44 BBC2)
A new film about the government youth training schemes. Features examples of YTS.

DOCUMENTARY RE-RUN
(Monday, 11.00 ITV)
"Challenging Cape Horn" records how a businessman, John Dewhurst, threw up his job to realise a life's ambition - to sail round the world.

JOHNNY BALL'S MATHS GAMES
(Monday, 11.40 VHF4)
Johnny Ball turns his attention to mathematical puzzles which involve "Doodling with Dates". He interests ten to twelve year olds with tricks using calendars and their two fists.

GENERAL STUDIES
(Monday, 11.42, Wednesday, 11.39 BBC2)
"Music: Pure and Applied" is a two-part unit about the emotive elements in music. Sixth form students find out how music affects people and whether it can express feelings.

BUSINESS MATTERS
(Monday-Friday, 00.30 VHF4)
NB A series providing an insight into the nature of business and industry in the eighties. Offers sixth form and college students guidance on the basic skills needed when considering a career in business.

EVOLUTION
(Tuesday, 10.43 ITV)
"Origins of Change" is made up of two films which select and illustrate, for sixth forms, key experimental work on the possible ways in which inherited variation is caused.

WALRUS
(Tuesday, 11.17 BBC2)
How do you know your friends are reliable? Is the truth always best? Eleven to thirteen year olds slow learners discuss Bumpy's predicament as he realises his new "friends" are using his lock-up to store stolen goods.

HISTORY: NOT SO LONG AGO
(Tuesday, 14.00 VHF4)
"The Evicuees" features the experiences of Michael Aspel, who was evacuated during the war to Chard in Somerset. A number of dramatised scenes intercut with an interview of Michael Aspel by nine to twelve year olds.

PEOPLE AND POLITICS
(Thursday, 10.28 ITV)
The last two programmes look at the skills needed to function effectively in modern politics. Here 14 to 16 year olds concentrate on techniques of persuasion and manipulation.

Continuing education and
Open University

GET BY IN GREEK
(Sunday, 16.30 VHF4)
A short intensive course for those going to Greece on holiday or for business.

SPORTING CHANCE
(Tuesday, 21.00 BBC2)
Eight well-known personalities are given the chance to take up the sport of their choice. The programmes follow them from their initial lesson through a whole summer to see what level they have attained.

TWENTIETH CENTURY EUROPEAN AUTHORS
(Wednesday-Friday, 23.00 VHF4)
A series about the works of leading Italian, French, Spanish and German writers of particular interest to A level students and teachers. Italian is on Wednesday, French on Thursday and Spanish and German on Friday.

EDUCATION FOR ADULTS
(Wednesday, 23.00 VHF4)
The first radio programme in this OU course is an evaluation of the ideas of Paulo Freire, a Brazilian educationalist more important as a stimulus to others than as a purveyor of ideas on how to teach the illiterate.

It is a happy, if at times, somewhat hectic mix. The original school had few academic aspirations but the development of a larger establishment with over 30 different nationalities on the roll has led to a careful dovetailing of

priorities. The studies programme is very much that of any other HMC school: a wide range of O and A-level courses, very attractive to those aspiring to university or college. On the other hand, the isolated week's ski-ing snatched at the beginning, middle or end of winter is replaced by ski-ing for every student, every sports session of every week of the term. In practice, this means no one ski less than three times a week, most settle for five and a good number contrive seven. This intensive use of the local facilities is possible by having a re-styled timetable so that the entire Lower and Middle School ski for half the morning and the Upper School for half the afternoon. As the nearest ski-lift is just 10 minutes walk from the school, there is at least 90 minutes skiing each day for everyone.

EXTRA

WINTER SPORTS



Preparing for a mountain expedition by fitting skis to skis for walking uphill

A matter of opportunity

At Aiglon College every student skis, every week of the term
by Roger Mansfield

Ski seasons come and go. Any teacher organizing a school ski-trip is now grappling with the final details for this year or the tour operators' overtures for next. Either way, it's worth it. The opportunity that it gives so many to try an entirely new sport, see horizons beyond the local scene, visit a European neighbour or speak a second language is laudable. The colleagues may have these or more selfish reasons for helping. In all, the delights of a ski holiday seem undiluted. Well, almost. If there is one shadow cast across the snows it is the sight of the local school children exercising their all-too-convinced impersonations of Franz Klammer or Jean-Claude Killy. Why them and not us?

It is, of course, a matter of opportunity: no more than an adaptation to environment. After all, if there is no flat land and school is in a ski resort plastered with snow for 5 months of the year, the natural product is more likely to be skiers than footballers. When John Corlette founded Aiglon College in Chesières-Villars, Switzerland, in the late 1940s, he rapidly appreciated that his Hahnelian inclinations adapted well not only to the summits in summer but to the ski-slopes in winter. As a result, at Aiglon, there has evolved one school at least that has married ski-ing to an otherwise exclusively British format.

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Most of us who get a week (or two) skiing each year have forgotten most of it by next year. Aiglon students ski regularly in small amounts, every day for ten weeks in an atmosphere where ski-ing is accepted as a natural, ordinary, uncomplicated activity. It has all the characteristics of an ideal learning situation. Not surprisingly, everyone learns fast and, to cater for that, the student population is carefully graded according to ability, not age.

At one end of the spectrum are beginners (there are always some), skiing in small groups with an instructor whilst, at the other end, are excellent skiers getting some specialist instruction but also free-skiing impressively: the Klammer and the Killys get race training.

Before those manipulating the limitations of a one-week package become too start-eyed it is as well to point out one of the complications of this well integrated system. Anyone who has returned from the crisp, chill air at 7,000 feet to the central heating of the village chalet will know the soporific effect. For an examination student to get the most out of two hours literature or theoretical physics between 4 and 6 in the afternoon is an uphill battle. To this one must add all the other demands of a normal school programme - music lessons, school play, the lot. It takes determination from students and understanding from staff - even more so from those staff who themselves do not ski.

Until a boy or girl is in the sixth form, helps may not realize these pressures. For most, the disadvantages

are more immediate. There are a few - perhaps half a dozen a year - who simply do not like skiing, let alone every day whatever the weather. For anyone who has struggled with a normal sports' programme at school, the prospect of such almost universal enthusiasm must seem idyllic. But if you are one of the two per cent who don't like skiing, an impending ski season must look very black indeed.

There are alternatives but they are so divorced from what the vast majority do that they are no real substitute. And not every part of the ski programme is wholeheartedly appreciated. It includes two separate days of ski-mountaineering and a three-day expedition. This adds another dimension.

At its most mundane, it shows everyone that skiing exists in other places, not always on the piste or with lifts. Alternatively, it can be an opportunity to ski in deep powder at high altitude in magnificent scenery; but the price is often many hours walking, carrying food and equipment for three

days. It is a price some consider a bargain and others consider too high.

But, like any school programme, success is not about making use of available facilities - although that is itself an achievement in logistics. Real success is measured by the amount of involvement and interaction between staff and students. The whole school enjoys skiing but there are wider opportunities to learn different skills: mountain expeditions, leadership, cross-country ski, race. There is a ski committee on which students help organize groups and formulate policy. Students can ski in small groups, taking responsibility for others. For a school that regularly nurtures ski-racers of international calibre, it must be tempting to envisage an elitist policy: the ski-racing equivalent of the FA/Lilleshall soccer scheme would be a small step. It is better, perhaps, to see sport at school as part of an overall picture, a vehicle for greater things - and thus maintaining a balance, in this case, between the eternal snows and education of the whole man.

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EXTRA

Take your pick

A selection of ski resorts to suit a variety of tastes and skills by Robin Mead

While skiing remains Europe's fastest-growing participatory sport, the experts continue with what threatens to become Europe's fastest-growing (and latest) argument - an argument whose longevity may eventually challenge the timeless dispute about whether or not the chicken really did come before the egg.

There is little at stake, unless you count some passing historical interest and a certain amount of national prestige. But the fact is that on the ski slopes of the Continent - or, to be more precise, around the *gasthof* bars of an early evening during that dull period between the *glühwein* hour and the cocktail hour, the easiest way to start an international incident is to inquire, innocently, if anyone knows who actually invented skiing.

The Austrians are modest about it. "We did," smiled a grumpy ski instructor high in the mountains above Landeck a couple of winters ago. "In the Alpine villages the men have always skied: for centuries it was the only way to get around in winter."

Their neighbours far across the valley, in Bavaria, would agree with that - except, of course, that according to them the invention was a German one. The Swiss don't really want to get involved in a long discussion about the obvious: "We invented skiing - everybody knows that," a tourism official informed me coldly. The French qualify their own claims a little by saying that they invented all that is best about modern skiing.

Seekers after truth could do a lot worse than visit one or other of the various countryside museums that are springing up in the heartlands of Scandinavia. There, where the average British holidaymaker would seem like a Spring day, the villagers lived until quite recent times in houses with turf roofs and slept *en masse* in giant family beds - two tricks that they had invented to keep out the numbing mid-winter cold.

Those same villagers also invented both snow-shoes and cross-country skis - the only possible means of locomotion in snow that could be many feet thick for months on end. Both artefacts can be seen in the various museums - blackened with age, and going back well over 1000 years. Indeed, unswerving as the Swiss may be to admit it, it seems probable that they were skiing in Norway long before William Tell knew which end was which on his crossbow.

The question of where skiing actually came from is not just an academic

one, however. For it seems to me that the attitude of several nations towards this question also reflects their attitude towards skiing as a whole. And that can be important when it comes to choosing where to go for your skiing holiday.

The skiing scene really does vary quite dramatically, from country to country, and even from resort to resort. A proportion of the people who go on their first skiing holiday inevitably come back hating it - not because they were trying the wrong sport (it is hard for everyone at first), but because they were in the wrong place.

The individualist is bound to be unhappy and feel disappointed in a place where regimentation is the rule. Lively youngsters will be as unhappy marooned on a remote mountainside as the couple in search of peace and quiet will be in a room right above the town's dusk-to-dawn disco.

So the golden rule with any winter sports vacation is: choose the holiday to suit your requirements, and don't let the holiday choose you. Do you really want to ski all day? And, if not, what other sports and pastimes are available? Is there a good choice of restaurants and evening entertainment (drinking and dancing, the traditional *après-ski* pastimes, may be fun - but you will need an iron constitution to keep that up for a fortnight)? These questions are as important as those about ski slopes and teaching methods - for however keen a skier you may be, you will inevitably spend more of your holiday not skiing than you do skiing.

Here, based on personal experience rather than what the reference books say, is a country-by-country guide to what may be the best resort for you.

AUSTRIA Everybody's favourite destination these days, it seems, and certainly at (or near) the top of the league when it comes to choice of resorts, tuition, entertainment, and value-for-money (both as far as inclusive holiday prices are concerned, and for on-the-spot spending).

Best resorts: St Anton in the Voralberg, is a good choice for the experienced skier: the runs are varied and you can go helicopter skiing when all else fails. But Seefeld, in the Tyrol, would be my own selection among the larger resorts - it caters for all tastes, all grades of skier, and even all pockets with its variety of accommodation. Seefeld also has facilities for sports other than skiing (not a facility to be taken for granted in Austria), and the choice of evening activities and enter-

tainments is good. For a small, away-from-it-all resort, I would choose Ladis, also in the Tyrol. Tuition: This varies sharply, with instructors ranging from know-it-all automatons to the caring who really are willing to devote time to ironing out your problems. Summing-up: A good, inexpensive, welcoming holiday choice.

SWITZERLAND The mecca, if not the originator, of modern skiing, Switzerland - especially at its more up-market resorts like Davos and St. Moritz - tends to treat skiing more as a religion than as a sport. The accommodation, the pistes, the lifts, facilities, the tuition, the entertainments (and even, mysteriously, the snow) are, however, the best in the world, so perhaps all that pride and mystique are not entirely misplaced. The only snag: prices range from the merely expensive to the sky-high.

Best resorts: There is no need to look any farther than Wengen, in the Bernese Oberland, a charming, traffic-free town on the railway line which makes the extraordinary, year-round ascent to the top of the Jungfrau Mountain overlooking the resort. The choice of accommodation, the slopes, and the nightlife are all varied and pleasant. Verbier, in the Valais, would be a second choice, but it is getting slightly too trendy for my taste. For something different try the pleasant little town of La Chaux-de-Fonds, in the Jura.

Tuition: First-class (all instructors have to undergo annual tuition and testing themselves), and with the accent on safety. Summing-up: The best - but you will pay for it.

ITALY An increasingly popular choice among British skiers, Italy has made its mark by offering value for money rather than the very best of skiing - although major resorts would claim both benefits.

Best resorts: One has got to settle for Courmayeur, at the foot of Mont Blanc, with neighbouring Aosta a close runner-up. Both are well-equipped fun resorts with plenty of good Alpine skiing. On the other side of the country the extraordinary duty-free resort of Livigno presents as interesting (and occasionally stark) contrast: the skiing is good, and the shopping superb - but there is little else to do.

Tuition: It varies. The best instructors are really good, but watch out for machine teachers. Summing-up: A good-value holiday choice, but perhaps not the place for purists.

FRANCE The French really have made tremendous efforts with their ski resorts: they have introduced the "easy" *ski evolutif* method of tuition, pioneered the self-catering holiday concept, and ensured that many resorts have a variety of outdoor activities other than skiing available to winter sports enthusiasts. But prices are still high, and some find the family-oriented resorts too clinical.

Best resorts: Innovative Les Arres is most people's favourite, but I will settle for Isola 2000, high in the Alps. Maritim above Nice: excellent skiing for beginners and experts alike, a good atmosphere, and plenty going on day and night. One snag: you are very cut off there, as in many French resorts. For something more intimate I would choose one of the many Jura resorts which offer a variety of outdoor pursuits in addition to skiing (last, it should be confessed, the snow falls to materialize - as is sometimes the case).



Tuition: Generally very good, with most resorts using the *ski evolutif*, or short ski, method in which your skis get longer as your skills improve. Some experts claim that this breeds overconfidence, but with a little common-sense it should be safe enough and it certainly makes the beginner's holiday more fun.

Summing-up: A bit cold and clinical for the price, unless you choose well.

OTHER COUNTRIES Besides the Alpine "big four", many other countries in Europe offer skiing holidays. They include:

Spain: The ski resorts of the Pyrenees are among the most rapidly developing in Europe, with independent Andorra a special bargain for British holidaymakers. But Spanish - and Andorran - resorts have their detractors as well as their enthusiasts, and it may be that some destinations are not as well-equipped as one might hope. The developments in southern Spain, in the Sierra Nevada, look like fun: Solymev where sunburn is more of a health hazard than the usual skiing fractures - could turn out to be something very special.

Norway: Deserves a mention if only because of its role in the history of skiing. The trouble with Norway is that winter skies can be very grey, the snow dangerously icy, and the spots costly prohibitive. The two principal resorts of Gell and Voss are attractive and can offer very good downhill skiing as well as the strenuous cross-country, but nightlife is sometimes rather quaint and might be more properly defined as "early evening life".

Liechtenstein: A famous skiing destination (Prince Charles learned to ski there) if a tiny one (it is wedged between Switzerland, Austria and Germany). Liechtenstein really has only one resort: Malbin. The skiing is good, cost are comparable with

Switzerland, there is some choice of accommodation, but nightlife is poor. Scotland: Our own skiing slopes in the Cairngorms really do try very hard, even if they do lack accommodation close to the slopes (Aviemore is an exception), full facilities - and, some- times, snow. But Scotland is relatively cheap, the resorts do their best to keep you entertained round-the-clock, and when everything "clicks" the skiing can be superb. Great for youngsters, those snatching a couple of days' skiing, and parties of beginners who are not too sure whether they want to ski or not.

Of the other nations which claim to offer skiing holidays Germany must be top of the list - although there are relatively few skiing holidays there from Britain and the German resorts seem to cater largely for their domestic market. Sweden and Finland are expensive, and offer mostly cross-country skiing. Czechoslovakia has some interesting resorts opening up to the west, while Yugoslavia may well get a boost next season from the recent Winter Olympics in Sarajevo, Greece and Cyprus claim to be able to offer skiing holidays, but I suspect that takers are confined solely to local enthusiasts. Morocco, which used to say that it offered them, has gone a little quiet lately.

Next winter, if present trends continue, upwards of 300,000 Britons are likely to spend at least one week of their holidays skiing - and about half of their number will never have attempted the sport before. Those who return home saying that they did not enjoy it are very likely to be criticizing the resort as the sport.

We have got into the habit of taking very great care indeed when it comes to choosing a summer holiday destination. Now let's start taking just as much care over that winter holiday.

Graded packs

Travelway will supply, free of charge to their clients, a set of work sheets for 11 to 15-year-olds. Their usefulness will depend on how far group leaders wish to emphasize study at the expense of holiday. There are 30 packs graded into three levels; teachers may choose five packs from each level. The first pack at the first level, "Your Journey to the Airport", consists of a number of tasks to be carried out on the coach. While it is tempting to think such plays might temptally singling and pulling of faces at passing cars, one wonders how many

excited children are going to put their minds to these questions.

The most useful packs at this level are based on life in the resort: tourism, transport and money, for example. It must make more sense on purely practical grounds to use these work sheets during the holiday itself. They offer some valuable opportunities to enhance an awareness and understanding of a new environment. I didn't care for the condescending approach of the pack "As others see us", which raises issues requiring very careful handling, and "Your Diary" is rather unimaginative, but "Trees" and "You and Skiing" or "Your Resort" and "Going Shopping" all include interesting and constructive tasks.

At the intermediate level "You and the Weather" helps maximize the potential of a skiing holiday to study applied climatology and presents, in

ful, simple illustrations of cloud formations.

The hardest balance to achieve in exercises of this kind is between asking questions that are sufficiently demanding to be worthwhile and those that are too demanding to be answered without back-up research facilities and specialist supervision that may not be available on a skiing holiday.

The advanced pack overcomes this problem to some extent by providing concise information sheets on Switzerland, the Alps, communications, glaciation and vegetation and basing interesting exercises on them. Used selectively, teachers too pressurized to do their own preparation will find some very useful study suggestions in the packs, particularly at the advanced level. They may not, however, be every pupil's idea of *après ski*.

Mary Cruickshank

Inspecting the slopes

by Simon Reynolds

High on the right, the towers of Pra Loup start dramatically from the mountainside to frown upon the east-bound traveller. The daunting may hasten on and turn south to Nice, but for you and I this haughty glance signals arrival - at last.

A little farther on, the road becomes a street of Barcelonnette, where we turn off, crossing the River Ubaye to begin a steep winding climb away from the little town towards the ski centre. It may very well be dark by the time we arrive, the best part of six hours after joining the coach at Lyons airport, but on a clear night take a moment before unloading to stretch your legs and look for magic: the lights of Barcelonnette twinkling deep in the valley, a starry sky, and a hint of moonlight among the shadowy mountains. Hard to believe that in the morning we must put on skis to frolic among these brooding giants.

You may think all this a little extravagant, coming from one who has spent only a day in Pra Loup, in uncertain weather and turn away at dusk, but if you should go there you will understand: this functional, purpose-built resort of tall apartment blocks is marvellously sited to make the most of breath-taking scenery, and once you get up on the slopes there is some lovely skiing to be done too.

My visit was in the first week of this season, just before Christmas, courtesy of Travelway, a tour operator specializing in school parties. I represented the TES in a group of about 25 potential Travelway customers, mostly teachers and other educationists on a four-night promotional "inspection tour" of the Orcières, Pra Loup and Le Sauze ski centres.

We reached Pra Loup in a heavy snowstorm about mid-morning, 24 hours after leaving Orcières Mélette, the resort where we were based. Our Travelway shepherds, Gill Hardware, the whinner-in, and David Laird, the ski adviser, had arranged for a couple of local instructors to show us round, though they might have spared themselves the trouble, as few runs had been opened - the season takes a few days to get going.

However, they took us up to Costebelle, 2,130 metres (7,000 ft) high, and 530 metres above Pra Loup, where we found deep, crisp new snow, freshly

compacted by the "piste-basher" or snow plough: perfect for skiing.

The snow clouds were giving way to bright sunshine as one instructor took half of us down the first slope and, assured us with comforting insincerity that he, too, always took a little while to regain his ski legs each winter.

Although we were limited to a few red and blue runs served by a couple of

nothing-to-it green runs right back to the resort.

With choice like that, the chances of first-timers in your party losing interest are sensibly diminished. David Laird, a qualified ski instructor, also spoke well of the progression: the resort's difficulty scale rises in small steps, so that improving beginners need not find themselves one day bored stiff by the nursery slopes, but scared stiff by everything else on the mountain.

The extensive area of Pra Loup is most attractive, but the party leader with adventurous teenagers to control might prefer a more compact resort like Orcières Mélette (Orcières is the original village, Mélette the ski station a few minutes drive up the hill).

But compact though it may be, with all pistes eventually leading back to the centre, there is no shortage of skiing, with 27 lifts serving 40 pistes - more than 30 miles of prepared runs.

And it does spread its wings a little at the top, particularly with the *Télécabine des lacs*, a chair lift giving access to a red and a blue run, *Lac des Stires*, an inviting mile and a quarter long. Unfortunately, those runs were not open while we were there.

The start-of-season syndrome played havoc with Travelway's plans for our party in other ways; it had been intended that we should see a third resort - Le Sauze - but that, we learned, would not be starting operations until the Wednesday, when we were to return to England. As a result we skied in Orcières on the first and third days, during which time the snow improved dramatically, particularly on the higher reaches.

As in Pra Loup, the skiing favours the beginner-intermediate and features delightful "fun-runs" among its blue and red range. There is an excellent nursery area next to the resort, at the start of the main lift system, but further up the mountain is only one short stretch of green.

This season is Travelway's first in Orcières - it starts operating in Pra Loup and Le Sauze next season - and we were housed in a large apartment block, *Residence Plein Soleil*, along with more than 100 children and staff in school parties. The apartments themselves are fitted to accommodate six people each, but that would be



Orcières Mélette

drag lifts in the Costebelle area, there was enough variety and pleasure in just that to capture the hearts of most. With everything in full swing, the system links up with that of La Fouc d'Allos a couple of valleys away, giving you about 90 miles of prepared piste to explore, served by 49 lifts.

There are a few difficult "black" runs, but the beginner and intermediate really come into their own here: for example, from Le Peguieu at 2,479 metres, the map shows a selection of medium-difficult reds, easier blue and

Low season - value

by E. Peter Johnson

As a leader of many school skiing parties I find among my friends two completely polarized views regarding the educational value of such trips. On the one hand, an regarded as having one, or perhaps two, free holidays in the Alps each year, with plenty of *après ski* thrown in for good measure, while on the other hand I'm considered slightly mad for taking the responsibility of looking after 20-30 teenagers, on the loose in a foreign country. The truth lies, I feel, somewhere in between.

Over the last few years, "ski-holidays" evolved into "ski-trips" and are now usually referred to as "ski courses". This has come about in order to emphasize their educational value. What we have not seen, however, is any clarification of why such "trips" as I prefer still to call them, are, in fact, educational. The term "ski courses" tends to be justified by the presence of evening studies. These range from language lessons to projects on the local alpine environment, often with the aid of excellently-produced books produced by the more progressive firms.

All this I find very laudable, but to my mind it misses one of the prime educational functions of the ski trip. The chief benefit I have felt as a teacher has been not upon the sunlit alpine plateau, nor in the well-written project, but in the field of interpersonal relationships. Living 24-hours-a-day in close contact with teenagers, especially in a completely unfamiliar environment, is a very educational experience, both for the teacher and the pupils.

In 9 cases out of ten I have found that pupils are seen in a much more favourable light (or is it that I am somewhat myopic in the classroom?) David, who is certainly not the star chemistry pupil, and the first to admit it, collected 6.0s all the way, for the fortitude he displayed in hospital after 'being taken ill'; Phillipa, not the slimmest girl in the school, nevertheless showed a fierce and unexpected determination to succeed.

In many ways the classroom environment is very artificial, and by its nature can engender an "us and them" attitude. However, I know from experience that mutually-beneficial, lasting relationships can develop from a week or a fortnight on the ski slopes.

Parents have frequently told me that on returning from a skiing trip their sons or daughters seem to have mellowed overnight. The experience of foreign travel, coupled with the mastery of a new skill, is only a small part of the process. First steps in speaking a foreign language and being able to make oneself understood, realizing that not everyone in the world speaks English, making new friends, coping with strange money, and just learning how to live with perhaps not completely compatible room-mates are all very broadening experiences.

Nevertheless, the cost of such trips is naturally a very important consideration and the cost differential between term-time and holiday-time departure is very high.

In certain cases it can amount to as much as £60 for one week's holiday but many schools are still not allowed to

travel during term-time because many people do not regard these trips as educational. They must therefore not under any circumstances interrupt "normal" schooling.

In general, ski-trips only attract public attention when something goes wrong. Occasional bad-mannered or loutish behaviour cannot be too strongly condemned, but the fault does not always lie with the school party.

The more the true educational value of such trips is recognized, then the more opportunities for such education will become available, especially to the less well-off, provided more journeys are allowed to take place during the low season.

The critical decision as to the date of departure usually rests with a local authority or head. There are, fortunately, many who are sympathetic to a term-time trip, but I would urge those who have been opposed to term-time trips to reconsider their policy. The one major problem to be overcome as regards the internal school organization is the provision of cover for absent colleagues. Some authorities provide cover automatically - others take an opposite view, and naturally staff resent losing free periods in order to cover for colleagues whom they imagine to be living it up in the Alps.

Here again, attitudes can only be changed by emphasizing the educational benefits of such journeys and pointing out that not only is the cost to pupils much lower in the "off-season" - the snow and sunshine are often better too - and the lift-guys are non-existent.

cramped and two would have to share the open-into-a-double-bed settee - hardly satisfactory for school children, whatever they might think - so in its brochure Travelway has sensibly advised them as "apartments for two and four people".

The use of space in the design came in for criticism in our party, especially the narrow corridor with four bunk beds on one side and three doors - lavatory, bathroom and cupboard - getting tangled up on the other. On the other hand, youngsters as well as staff in the school groups told me they were quite happy with the accommodation: the rooms were well heated, the beds comfortable, the main living area adequately furnished.

There was some resentment at the decommissioning of the cooking facilities - done from a lack of faith in teenage sense. However, all meals were provided in a restaurant (with disco) five minutes' walk away. It provided excellent French cuisine and had been booked for the season by Travelway.

Other evening entertainments organized by Peter Stone, the resident Travelway rep, included a moonlight toboggan ride, spoken of with deep satisfaction by the customers next day. Seven or eight of the (hired) toboggans were demolished, so it must have been good.

One snag with both these resorts, and with Le Sauze, is the distance from Lyons airport. The transfer to Orcières, which is on the way to the other two, took us about four hours, while the trip to Pra Loup was over two hours each way.

This is the first season Travelway has used Lyons, apparently because Grenoble is considered too vulnerable to disruption by the weather, and our experience of it on the return journey was not very happy - though not the fault of Travelway.

Tickets were issued, but somewhere along the line we were left off the flight manifest. The result was splendid chaos. We were unable to take the intended flight, but booked our baggage through for another, due out an hour or so later. The airport authorities then kindly directed us to the wrong departure lounge, a Spartan affair but one giving a fine view of our cases being loaded up, and of the aircraft leaving without us.

Miss Hardware then arranged with Schools Abroad for a coach to take us to Geneva, where we caught a late afternoon flight to Gatwick and happily found our luggage intact. All's well that ends well, you might say - but of course, it didn't: I dropped my large, duty-free Christmas liqueur brandy, smash, on the floor at Gatwick after coming through customs and while waiting to bid farewell to the much put-upon Miss Hardware.

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EXTRA

Teacher-centred skiing

by John Dickens

The responsibility of a party leader on a school ski trip has never been more important. An increasing number of authorities and individual schools now organize journeys which can give many children valuable experience of winter sports in another country. In some cases, however, pupils can be sold short if the party leader and assisting staff do not carry this responsibility as far as they should.

Much can be done before a visit to ensure its success. A resort should be chosen for the facilities it can offer a group, not because the party leader fancies skiing there. If a resort gives good service why not continue to use it? You may be going for the third or fourth time but the children won't be.

My school is returning to a village in Austria next year for our sixth visit, and some of the party are going for the fifth or sixth time. Establishing relationships with hotel owners, village and ski school directors can prove vital to the enjoyment of the trip. Each child is offered fitness training, slide shows and a phrase sheet. They are also given a brochure containing maps of the resort, local delicacies and information about the ski runs. Some children from other schools arrive in

their resort not even knowing the name of their village or hotel.

Problems also arise if groups are allowed too much freedom around the local bars. It is too easy to turn a blind eye to consumption of alcohol although the situation can be greatly helped if staff encourage moderation. Evenings can pass rather slowly for some pupils if entertainments are not organized. Boredom is a catalyst for the growing number of incidents of damage many tour companies are becoming increasingly concerned about. Part of the value of the evenings can be sharing experiences and problems of the day as skiing is a sport which encourages much discussion.

My main concern, however, is that children are left to their own devices on the slopes too much. Skiing is a very compulsive sport and many party leaders are (and should be) competent skiers. It is unthinkable that an art teacher should spend his teaching time on a personal project, so should the same be thought of a member of staff who does not help the pupils to learn to ski. This is especially important when one remembers the free places available and commission on hired ski clothing given to accompanying staff. It should be possible for teachers to

give at least three hours assistance each day to the children, allowing plenty of time for their own lessons and "free skiing".

It is all too obvious that some colleagues are being a little too selfish and neglecting their charges for too much of the day. The visit proudly advertised as a "worthwhile educational experience" becomes somewhat

diminished by what appears to be a small number of teachers who run a trip for their own benefit rather than the interests of the children. Both the children and their parents deserve a better deal than they are being given by some of my more self-centred colleagues at present. Most trips are run by competent, caring and genuine party leaders. It is those run by the

minority which stand out so sharply from the others. Unfortunately it is these groups who are feeding the media's belief that such trips are teacher-centred junkies, most of us know this could not be further from the truth. I wish all of us did.

John Dickens is Head of PE, Solent Middle School, Isle of Wight.



Tyrolean family choice

Good nursery slopes and children's classes were priorities for Gillian Thomas

Skiing is perfect for a family holiday - the excitement of the snow, plus plenty of activity for all ages from beginners to experts. But taking children for the first time is not the straightforward affair of the foot-loose and fancy-free.

Picking out a suitable package from the overwhelming array of glossy brochures is a complicated business. Cost is of course a major factor since, as well as travel and accommodation, there is ski and boot hire, tuition and lifts.

Good nursery slopes and children's ski classes were priorities for us, with daughters of 12 and 10, both beginners, and a son of 15 who like my husband and me was a moderate skier. As for après-ski, distractions like swimming and bowling were likely to suit us more than sophisticated nightclubs with their equally sophisticated prices.

Eventually we settled on Mayrhofen, a pretty valley resort in the Austrian Tyrol. Particularly popular with the British, it is busy but not over-commercialised. The skiing takes place at 9,000 feet on the surrounding mountain slopes.

Excitement mounted as our coach made its way from Munich airport towards the increasingly high mountains, capped in brilliant white. Within an hour we had reached the entrance to the broad Ziller valley. Being late March, the lush green meadows were already ablaze with yellow primroses and the cherry trees were in bud. The slender church spires and ornate wooden houses were pretty as a picture.

Our daughters were particularly pleased that we were going to stay in a real Tyrolean chalet, a privately owned guest-house used as an annex by our hotel, the Strass. The rooms were plain, but comfortable and blissfully warm, with lovely views up the valley and of the wooded mountain slopes on either side.

Fortunately the village's main street and cable-car station were opposite it, on the other side of the River Ziller, linked by a footbridge. Some skiers faced a longish walk each morning or needed to use the ski bus - or both.

Having collected boots and skis, the children decided to explore the village in their boots to acclimatise themselves to their bulkiness. Dinner in the hotel was a substantial three-course meal of

soup, delicious roast chicken with plenty of vegetables followed by a cold dessert. This high standard and quantity were much appreciated throughout the holiday as the fresh air and exercise sharpened everyone's appetites. For me, it was a particular treat not having to shop and cook after a busy day.

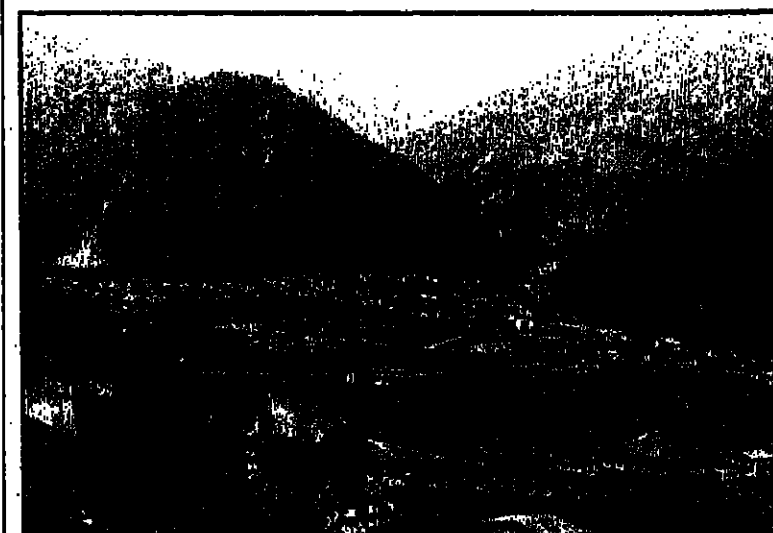
With some apprehension, the girls faced their first morning on the slopes. Children's classes take place on the Ahorn mountain while more advanced skiers use the Penken, the main ski area, on the other side of the valley. Braving the unfamiliar surroundings and equipment, they caught the ski bus at 9.15 to the Ahorn cable car. There they were met by the instructors and

a huge creamy cake, on the terrace of a mountain cafe surrounded by spectacular panoramic views.

At the end of the afternoon we looked forward to hearing how the girls had fared, but found their enthusiasm somewhat muted by the school-like routine of their class - not such a novelty for them as for adults - and the need to practise the basic techniques over and over again.

However, they liked their teacher, who spoke good English and approved of their 12 classmates, all British and beginners of about the same age.

We had arranged for them to have the ski-school lunch (which cost about £1 a day) served by the instructors in a



Mayrhofen, in the Austrian Tyrol, particularly popular with the British.

taken straight up with priority over the adult queue. By contrast, we had to wait our turn to go up the Penken, though the queues for which Mayrhofen is somewhat notorious eased after our first day.

A new gondola lift at the far end of the village has undoubtedly helped. It too is served by the bus which is free and fairly frequent.

My husband and I had an exhilarating first day, skiing surprisingly confidently after a gap of 15 years. After an initial ski "test" we were pleased to be put into the same class as our son. At lunchtime we treated him to bubbling hot soup, frankfurters, chips and

special restaurant. Afterwards they watched cartoon videos in the ski school hut, where there was a cosy play area.

Ski kindergartens like this, providing children of four and over with four hours of tuition a day and supervised lunchtimes, operate throughout Austria. Mayrhofen's was in fact the first, started in 1956 by former world champion Rikid Spies when her own children were small. Tanned and ever-smiling, she is still on the slopes every day, offering friendly encouragement and advice to the children.

Approximate cost of our Ingham's two-week package by air to Mayrhofen was £200 with a 25 per cent discount for children under 12; ski and boot hire £40, ski school £2; lift pass £72 with reductions for children.

EXTRA

Meticulously prepared

Dudley Wilson accompanied a party of disabled children on a winter holiday in Norway

One of my most heartening experiences was to join a group of variously disabled pupils from North of the Tyne L.E.A.s on a winter holiday in Norway. This is a development of the well-established and proven Norway Educational Ski Ventures these authorities have mounted over the years. This season, the fourteenth consecutive, operates as ever under the watchful guidance of George Slee, regional advisor in Outdoor Education. Since 1970, over 11,000 pupils have travelled to Voss in Norway for the real thing - winter sports on mountain slopes.

The Year of the Disabled focused attention on the need to increase opportunities for participation in all forms of recreation for the handicapped. George Slee approached the Northern Sports Council for grant-aids towards costs of equipment, training and transport to mount a programme of activities for physically and mentally handicapped children. The first step was staff training for there is a basic problem to overcome. On the one hand skilled instructors have usually little or no knowledge of the disabled, and, on the other, experienced teachers and workers with the disabled are often similarly unfamiliar with activity skills. Groups of educationally sub-normal and emotionally disturbed pupils have been included in the Norway venture after basic training first on Morpeth Ski Slope.

There are now four Special Schools which combine to send one group each year. In 1983/84 it seemed time to tackle the difficult one - winter activities and experience of Norwegian winter landscapes for the physically disabled. George bought six each of ski bobs,

pairs of stabilizer 15 inch skis, short skis and sticks, plastic sleds.

Course Number One brought together teachers of the disabled with previous ski experience and qualified ski instructors without experience of working with such pupils.

A second course brought these teachers and instructors onto Morpeth slope with disabled pupils. In the winter of 1983 a course provided basic leadership training in winter activity to teachers, nurses, auxiliary assistants, physiotherapists, parents and YTS trainees involved with disabled children.

I joined a carefully thought through and meticulously prepared scheme, as indeed it has to be, on a one-to-one staffing basis which allowed the necessary flexibility to cope with a wide range of handicaps. This group arrived at Voss in December last year and stayed at the excellent Youth Hostel, still the flagship of Norway's hostel network. It is really a good-quality hotel where every room has a view of the fjord. The hostel is well designed for the handicapped with ramps and hoists to all staircases, even down to playground and sauna, and open plan access elsewhere.

The Norwegians had gladly opened the hostel specially for this group in advance of the normal season. Every-one agrees that hosts Lidvor and Bjorn Brandseth could not have been kinder.

It was certainly helpful to have run of the entire place. The ski lift company likewise put themselves out by operating the mountain cable car specially. There is no doubt that British visitors generally and children from around Tyneside, especially in winter, have

made themselves popular in Voss. Voss has a great deal to commend it as a winter sports centre and as a summer resort. The nightlife had been considerably enhanced since my last visit with live music and discos in many hotels and pensions. The Rondo Pension pizza and disco evening remains popular with British children and this disabled group were no exception.

The Tynesiders had brought a selection of their equipment with them and what with wheelchairs and apparatus, transport could have been difficult. The exemplary travel agents Cuthbert Brown of Whitby Bay deserve praise for their arrangements as do Danair. Nothing seemed too much trouble or insurmountable at Newcastle airport or in flight especially on the quiet leg from Stavanger to Bergen. Transfer from Bergen was by coach along the fjords and through the icicle-hung gorge up to Vossevangen. On the slopes Goro proved a patient, skilled ski instructor with excellent English.

I have many memories of the experiences which went to make this trip so heartening. I think of Katy's smile - she has no speech but she certainly communicated as she managed the cold, icy roads and relished the pleasures of crisp snow. Advisory teacher John Thompson had an unenviable task in the chill to film the day's events but his work was mightily justified at early evening playback sessions when children gleefully watched their performances. The whole will be edited into a film for pupils, parents and any doubters who may remain. I was impressed by the dedication of accompanying staff who discussed their work and the children late every evening, evaluating, estimating, anticipating snags.

This team of auxiliaries, staff nurses, teachers and YTS girls (on their residential experience week) proved to be a wise amalgam. George Slee who led this group with quiet authority provided assessment sheets which acted as catalysts for discussion and concentrated minds wonderfully.

I joined the children at breakfast, which they put to good use at the Sarajevo Olympics. George Slee approached a British army captain at Myrkedal where the troops were practising. The army yielded its slopes graciously for an hour or so and we were grateful.



Nursery slopes in the hills near Voss.

more mobile boys were preparing for their star ski tests we set off in the hostel minibus to Helgetun, an outlying hamlet. We enjoyed the Christmas atmosphere of Norway - candles in household windows, trees sparkling with lights in Voss streets. We passed the frozen spectacular of a waterfall, pipes of ice clinging to the cliffsides.

Despite difficulties, the children responded well on snow to the crunch, crackle, bump, whoosh and whistling air of winter sports and to the tingle of sunshine through pure chilled air. We stumbled into the local *fjellstue* for much-needed hot chocolate topped with thick cream. We enjoyed unboiling and retelling of exploits in steaming warmth. Dissatisfied with this particular terrain, where we spotted Norwegian practising cross country skills which they put to good use at the Sarajevo Olympics, George Slee approached a British army captain at Myrkedal where the troops were practising. The army yielded its slopes graciously for an hour or so and we were grateful.

There are few certainties in this world of the handicapped child. What is the use, impact and value of such winter activity away from home and secure surroundings? There is no single clear view and there is always room for debate. Ignorance, prejudice even and naive rashness must be overcome.

This staff team with its rich variety of expertise, knowledge and experience, evolved a consensus based on open exchange of ideas, constant vigilance and flexibility. Finally I was heartened by the sight of some older boys assisting, in this case, some less advantaged girls over the snow. I was struck with Charge Nurse John Pitstock's quiet interventions - he had come in his own time too.

I will never forget Denise, a spastic quadriplegic, for her keen observation of, and even participation in, winter sports, however limited in her case. She benefited from some of that winter experience I feel sure. Without any doubt, despite her lack of speech, she clearly demonstrated how much she enjoyed the enjoyment of others.

Tyrolean family choice

choice continued

Happily, by the end of the second day, all the girls' reservations had disappeared. They had been on a drag lift, having learned the technique on a clever roundabout device, made life-long friends and said the lunch was tastier and bigger.

Our mornings were generally spent practising. Then after lunch our instructor would take us on a variety of runs. For medium skiers, there was plenty of choice, particularly as an attractive new area on the adjoining Gerent mountain has just been opened. But there is only enough snow to ski right down into the village at the height of winter.

Before dinner - available from 6.30 to 8pm - there was time to go for a walk or browse in the interesting selection of shops along the "High" street. Our favourite was a wood carver's where you could watch wall-plaque heads of "Bergeister" - elf-like old men - being carved from logs.

Sometimes the children went for a swim. One of our reasons for choosing the Strass was the free use of its modern pool and it also had table tennis. Afterwards we played card games over hot chocolate or mulled wine in its comfortable lounge area, sometimes meeting up with "class-mates".

Twice our courier organized bowling sessions at a local inn, while to celebrate my birthday we went to the Zum Griens restaurant in a 400-year-old converted farmhouse. It specialized in delicious local dishes like "grey" cheese pancakes and spicy apple-strudel, served on platters at scrubbed-wooden tables.

To watch the girls, my husband and I sometimes took time off from our classes. In a matter of days they were enthusiastically practicing their slalom for the end of week "races" and by the middle of the second week their class was proficient enough to join us on the Penken.

Approximate cost of our Ingham's two-week package by air to Mayrhofen was £200 with a 25 per cent discount for children under 12; ski and boot hire £40, ski school £2; lift pass £72 with reductions for children.

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EXTRA

Bulgaria – snow, sun and safety

Jane Last visits Pamporovo with a school party

On a clear day, they tell me, from this snow-covered peak you can see the sparkling blue waters of the Aegean. Winter sports just a few miles from the Greek border seems paradoxical. In taverns here the men leap up spontaneously to those dances we associate more with hot hazy nights in Crete or Kos than with *après-ski*. Shall I take to the *piates* tomorrow, I wonder, or try an excursion to Istanbul?

But in Pamporovo, Bulgaria's largest mountain resort in the far south-eastern corner of Europe there has been good snow since early December. We shared the Olympics weather when I was there. It snowed every day and skiing should be good until the end of April.

Eight thousand British schoolchildren ski here each winter. After the Russians, we are the largest group of foreign tourists. And the English and Welsh ski teams train here each year and race in an international competition.

There is a living flavour of folklore in the Rhodope Mountains, the area of ancient Thracian and birthplace of Orpheus, rich in legend and history, which sets it apart from other ski resorts.

One night we went to a large log cabin in the forest outside Pamporovo. Inside six lambs were roasting on a roaring open fire. Two old men sat turning the spits from time to time. The waiters in their embroidered

brown wool jackets and leggings and red cummerbunds were not out of place. On the contrary life in these mountains has a timeless quality. The lambs were cut from the spits and we ate with our fingers and drank red wine and local brandy.

The traditional dances were not sultry as in neighbouring Turkey or as stylized as in Greece. They had a taste of the Cossack, dynamic and vibrant. The troupe danced to the *gaida* – a bagpipe made from an animal skin with a haunting note, two accordions, drums and a wooden flute. They danced fast as gypsies with the untamed spirit of the North.

The Rhodope Mountains are heavily forested and the ski-runs are cleared through larch and pines 70 feet tall, heavily laden with snow. No hunting is permitted here and it is fascinating while swinging through the trees on the chairlift to identify the wildlife tracks. Bear and wolves are rare but there are foxes, deer, squirrels and wild boar.

It is impossible to comment on Pamporovo's facilities without also considering the price. There are better resorts and there are many much worse. But there are none as cheap. Pamporovo is small and purpose-built. There are four chairlifts, and several drag-lifts. There are some demanding black runs, fine intermediate skiing and nursery slopes as good as I have seen anywhere. There is also unpisteed deep snow skiing and cross country.

It is not vast. But it is beautiful, and quiet too – no noisy snowmobiles zooming round these slopes. It was colder than usual when I was there, 8 degrees below. But wind is rare due to warm air coming along the river valleys from the Aegean Sea.

It is rather difficult to say how cheap local prices are. That depends on whether you change money at reception, in the hotel lift or on top of the mountain. The black market seems to be a national pastime. But a Coke is only 20p even at the official rate.

State ownership of the hotels and restaurants does have advantages. Instead of returning for lunch you can have meal vouchers which can be used at any of the mountain restaurants or in the bars and discos later. Chicken and chips and a beer costs about £1. And once we had made friends in one snackbar on the slopes, we could never leave without a hot chocolate with generous slurp of plum brandy or a mug of hot raki and honey on the house.

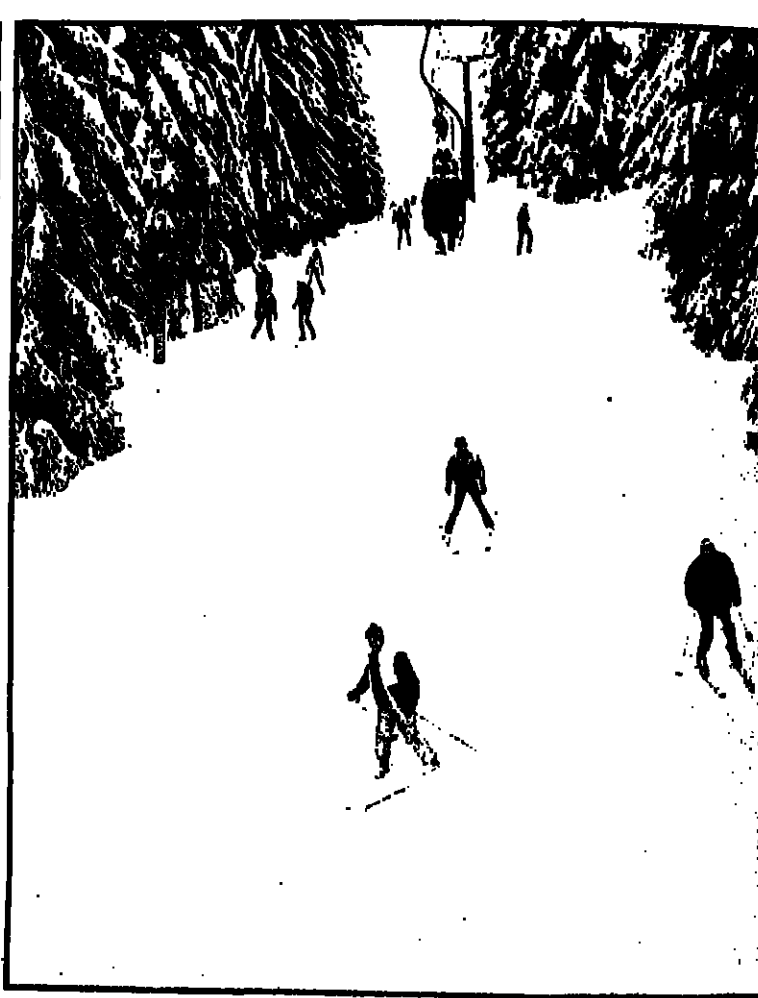
For the first four days, Pamporovo was wonderfully quiet. The only music in the village was heavy classical dirges on the radio. Bulgaria was in mourning. On Tuesday morning the ski-lifts stopped and the whole country stood still for a few minutes paying its last respects to Yuri Andropov. We saw, in a mountain restaurant drinking cherry juice and eating cheese toasts to the strains of the funeral march and watch for the English and Welsh squads train for the giant slalom against the Bulgarians later in the week.

The next day the resort sprang back to life. Its 19 discos and bars, many with live bands and singers, thumped into the early hours. The orchestras played once more in the hotel restaurants – like in England decades ago.

Schools abroad groups stay in the Orpheus and Panorama, first class hotels with private facilities in each room. Skiscope, their sister organization for adults, also uses the Perelik, a very luxury class hotel with swimming pool, sauna, solarium and bowling alley, named after the highest peak in the Rhodope. As in most hotels in this part of the world John Cleese could have given them a tip or two.

But for school groups, the most important aspect of a ski holiday is safety and the ski school of Pamporovo have a record second to none. Last year over 10,000 people passed through the ski school and there were only a handful of broken legs. The instructors all speak four or more languages and technical experts control the slopes keeping and eye on the standard of tuition.

There is an enquiry after every accident and instructors can be fined or fired if shown to be negligent. Instructors



tors take videos of some classes and show them later in one of the night clubs. This is popular with German groups and costs extra.

Many of the instructors are educated at the two special skiing schools in Bulgaria. From 11 years old children spend half of each day skiing in the winter and concentrate heavily on languages necessary for them to become ski instructors.

Mr. Stan Palmer, outdoor Pursuits Advisor for Wolverhampton I.C.A. has brought 3,000 children to Pamporovo during the last nine years – with only six broken legs. "It must be the safest ski school anywhere," he said. "It's also exceptionally good value for money. Switzerland would cost about 75 per cent more." His groups pay £157 for a week including lessons, ski-hire and lifts. "It's very important educationally to bring children to eastern Europe. It's good for them to come away, to compare, and to realize people are just people," he said.

That night there was floodlight tobogganing, hot chocolate and warm

hands round a fire lit on the snow. Other evenings the youngsters had swimming events at the Perelik, bowling, videos, ski films and discos. I visited the planetarium for a trip to the stars in the nearest town and the Bachkovo monastery on the way to Plovdiv, Bulgaria's second city. The monastery was founded in the eleventh century and nestles peacefully in the mountains above the Chepelarska River. I was surprised that some of the 15 monks were young and also that the state pays for the upkeep of its monasteries and churches. "But Bulgarians aren't very religious people," the guide said. "There is still something of the pagan in them."

If you want to read *The Times* at breakfast and glimpse film stars in sophisticated night spots then you better go back to St. Moritz. In Pamporovo the *Sofia News* is given free and taxis are an endangered species. But there are sleighs pulled by two horses with tinkling bells and special shoes to help them grip the snow.



END PAGE

State and nation

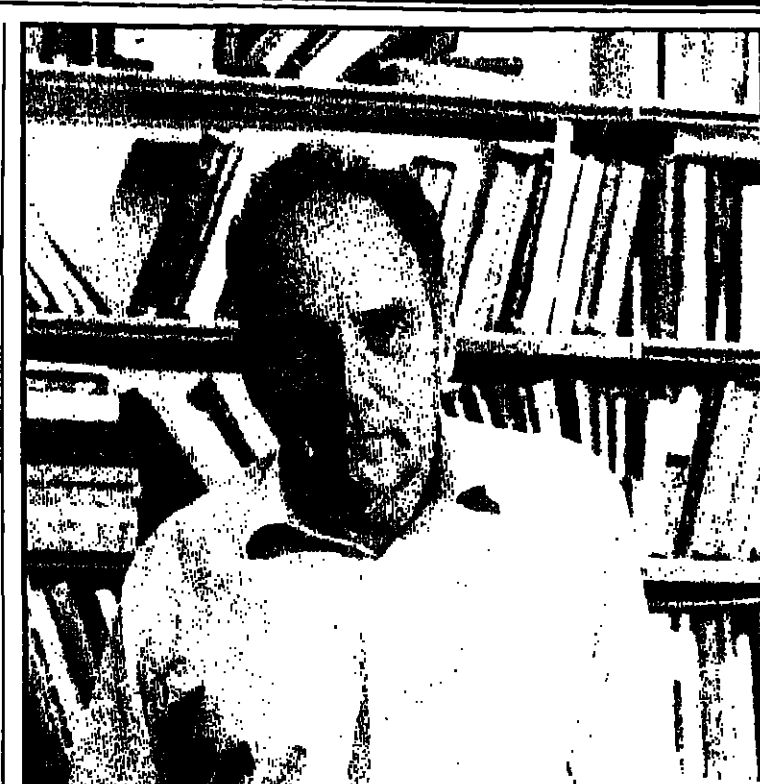
Pierre Watter welcomes a radically new political theory

Nations and Nationalism. By E. Gellner. Basil Blackwell £12.50. 0 631 12992 8

As will appear, a conventional review will not do here, where an original theory is in question. In the limits allowed me, only an outline is possible, support for which can barely be indicated.

First be it said, Gellner's argument is cogent and compact, the presentation clear, vigorous and bold. The note of dogmatism in it is as unavoidable as indispensable in the first enunciation of something strikingly new; it represents that quantum of aggression needed for this assertion and the complementary sweeping aside of prevailing orthodoxy.

Nationalism, Gellner considers to be that sentiment that arises among people when all, rulers and ruled alike, not only share one culture (a term given its anthropological significance), but are aware of so doing. This awareness is possible, just as is the common culture, only given very specific social arrangements. These are the unavoidable outcome, indeed also in certain respects among the necessary conditions for, not the emergence, but the development and spread of industrialization. Beyond a prob-



ably not exactly determinable point, industrialization is possible only given their establishment and general acceptance throughout a society.

The conditions can be briefly described thus: 1, universal literacy; 2, mobility, horizontal and vertical (the disappearance for most practical purposes of the rigid, caste-forming privilege, and lack of it, characteristic of pre-industrial societies); 3, communication throughout society by means of a shared medium; 4, standardization of social life, such that differences result largely from selection from a limited set of possibilities given the society as a whole and shared, or in principle at least shareable, by all (instead of being, as heretofore, intrinsic determinants of class distinction); 5, the obligation to work for a living imposed without distinction upon all, rulers and ruled alike; and 6, a resulting anonymity or lack of substantial individuality, permitting roles to be changed in accordance with technol-

ogy (and consequent industrial and social) requirements, such as the redefining of the division of labour, emergence of new skills and the disappearance of old, etc.

It is these conditions, universally perceivable and held to be necessary and valuable in relation to what come to be thought of as needs indispensable to human life, to their satisfaction and to the expectation of continual improvement (conceived perhaps more quantitatively than qualitatively) – it is these that create that ambience in which the sense of belonging to a community homogeneous in just such precise and particular ways necessarily arises. And this sense is what gives rise to and informs nationalism. Nationalism is thus *sui generis* exclusive, a circumstance Gellner fruitfully uses in discussing its proliferation today.

The conditions which produce nationalism simultaneously make the ordering and internal and external protection of society special occupa-

tions. They are special in the quite novel sense of being merely aspects of the social division of labour in principle within the capacity and reach of all; and not any longer in the once accepted sense of being the preserve of some class or caste owing to some imputed inborn capacity restricted to it. These, in their several forms (police, judiciary, government national and local, etc.) constitute the state. In so far as its ordering and protective activities take in the entire society, it constitutes and structures this society as a single body politic, or nation. Nationalism then becomes the political expression of the belief that this congruence of state and nation is how things should be, namely, that those who both come within the ordering and protective scope of the former, and share the given common culture as defined, should be on that account distinguishable from all other persons (whether within or without) as belonging to the latter, and identifiable as nationals thereof.

This phenomenon is new and specific to industrial society. Previous history has nothing, and cannot have anything, of it, different social arrangements creating no need for it. Until now, social divisions were lateral without regard for ethnic specificity, in principle trans-national. No identity common to rulers and ruled such as is expressed as nationalism could arise in such conditions. So runs Gellner's main thesis.

This bare account (unavoidably not wholly correct owing to its brevity). Gellner fills in with related considerations and qualifications, and the resulting picture of modern society he contrasts with previously existing society, the structure and needs, namely, the possibilities, of which he describes anew.

Conventionally what should follow is a comparison with other views of nationalism, to establish some sort of league table of their relative adequacies, the assumption being that all deal with the same world. What would be examined is their several degrees of correspondence with that shared reality. This, however, is altogether impossible, when a radically new theory is proposed. Such a theory does not interpret; it creates. The world it produces is a new one, and the basal facts it generates in so doing are

perceivable only from its standpoint, and are specific to it. Moreover, because such a theory is, within its compass, necessarily comprehensive, it will be found that the facts it seems to superficial view to share with the theory (or theories) it replaces appear in altered form and content, and are likewise despite appearances radically new.

Correspondence here loses all evaluative point, the world and the theory producing it being necessarily one. In effect, no internal common factors of the needed weight and importance exist permitting the evaluation of Gellner's theory in conventional comparative terms. A theory, a determination of reality, is a tool for understanding and (perhaps) possible action. If a new tool be produced for the purpose, it is (in this context) because in the eyes of its producer existing ones have shown themselves inadequate. To compare the new and the old requires that one establish which of them in actuality works better (however different actually be for each); namely, it demands that there be for both the same objective criterion. Gellner's theory has clearly not had time to show how useful a tool it is, so that for its part this needed criterion is still lacking.

There are aspects of the theory which seem to me of doubtful validity. They stem partly from the high level of abstraction intrinsic to theory of such generality: partly from the circumstance that the production of theory is necessarily accompanied by that degree of blindness required to permit one to see what is being seen clearly and precisely, a degree the greater, the more comprehensive the theory. The production of a new world, the concentration needed to do so, of their nature deprive one of the capacity for simultaneously perceiving another reality, another world fundamentally distinct from this. But these are not matters discussable in brief: their legitimacy and correctness are thus still to be determined.

However these be, it remains that to have produced a radically new theory of this scope, which provides a possible fresh standpoint for the production of novel history (prospective and retrospective) is a very great and exciting achievement, worthy of the highest praise.

Roofs over heads

The Urban School, Building for Education in London 1870-1980. By Greater London Council. The Architectural Press £10.95. 0 81539 695 X.

To compile a record of a century of educational building in London is a massive undertaking; this book is a massive accomplishment, undertaken, as Peter Jones writes in his introduction, at a time when circumstances have "combined to change the whole character of our work". Since 1980 adaptations and extensions dominate, while annual expenditure on maintenance is greater than on capital projects. Sir Ashley Bramall rightly looks back with pride to his Foreword to the book, identifying architectural achievements of the Robson and Bailey School Board period and on to the great polytechnics built 100 years later.

There are two introductory essays, one by Dame Margaret Miles – "A Hundred Years of English Education" – and the other – "School Building 1870-1914" by Frank Kelsall. Dame Margaret provides a valuable account which records the sequence of educational aspirations and legislative acts by which public education is gradually established, albeit by political and social influences so often compromising educational aims. Dame Margaret makes interesting observations on the styles and plans of the School Board's early schools, but her main references to London are to the pioneering work of the London County Council in establishing comprehensive education. It is disappointing that the body of the book is not as closely associated to this essay as is Frank Kelsall's on the pre-1914 schools. In this, the grandeur and significance of the Gothic and Queen Anne styles are discussed as are the relative merits and influences of Prussian and English teaching methods.

The book consists of 15 chapters on "Education Building in Inner London 1914 to the 1980s", by Ron Ringhall followed by four appendices in which places, costs and areas from 1947-1980 are analysed in graph form. The scope is wide and thorough (but somewhat indigestibly arranged). Most chapters have an introductory essay (in red print) followed by the text (in black print) illustrated by plans and photographs with generous captions (in red print). This, with the introductory essays, is a formula for irritating repetition. The plans are virtually bare with less than the minimum necessary clues for their easy reading. The cryptic initials demand reference to keys at the end of each chapter. Dates, enrolments and age ranges can usually be dug out, but how much time and space could have been saved had the facts been presented in a uniform way on each plan for ready reference and comparison. The photographs are excellent.

Many issues are raised. The long tradition of strong architectural expression, the somewhat apologetic ties into industrialized building (28 single story primary schools in the 1950s, and the unfortunate association with MACE from 1967-74. Why did this last so long?). The strange chapter on Experimental and Innovative Schools which is confined to Pimlico described by Ashley Bramall as the "last traditional secondary school," and Waterfield where, educationally, the pendulum has been swung hard the other way, is experiment architectural or educational?

The impression given is that the relation between architects and education is equivocal. There is no mention of the primary school schools in the 1950s, which ILEA advisors did important work for the Plowden Report (1967) and directly established the planning principles applied in the ensuing 10 years and described in chapter 8.

The chapter on furniture stands out because in it one gets a flavour of what it is like for teachers and children actually to use the buildings. But there is no mention of the unrivalled work on anthropometrics in the fifties and sixties which has made a national (British Standards Institution) contribution, nor to the pioneering work associated with the Building Research Station in the fifties on colour in the old schools. The special circumstances of London are stressed, but the book could with advantage have been less architecturally introspective. There are associations with and influences on work elsewhere which are worthy of men-



Glebe Road School, Battersea, 1877

tion. After reading the chapters on Maintenance (excellent) and The Aesthetic Challenge, one wonders if the buildings are as comfortable, convenient and stimulating for teachers and children to work inside as they are intriguing for architects to contemplate and analyse from the outside; and one yearns (as does Andrew Saint in "The Image of the Architect") for the day when "sound building" will have the charisma of the photogenic one off.

Having the impression that some authorities are experiencing difficulty in putting their hands on records that are not already lost, it is hoped that this exemplary work by the GLC will inspire others to emulate it. The passage of time dims the past and a comparable contribution to public service over the last 30 years or so by the architectural profession is not foreseeable.

David Medd

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"I started as a joke", says Laura Abrahams, 17-year-old keyboard player in the band, *Hiroshima*. "Our school mates didn't believe we could do it, but we're proving them wrong." *Hiroshima* is one of the growing number of young rock bands practising in front rooms, cellars and garages all over the country. All but one of the band is at school. Their average age is 14, and they've been going as a band for two months.

When I heard them play in the cramped cellar below the Abrahams' house, the drumkit was far from complete and the guitarist had two strings missing. They played *Forbidden Zones*, a rather hesitant, pseudo-political piece with a none the less catchy tune. The lyrics are by Laura, the band's originator and unofficial leader:

"They give us all forbidden zones,
Cold and smug in their ideal homes,
Telling us no when they mean yes,
Saying the young are such a mess..."

Whatever might be thought of their musical ability, there's no faulting their enthusiasm and group spirit. They practise religiously, once a week and are about to recruit a rhythm guitarist. "He can play all the strings," says guitarist Andrew Galbraith, throughout the song, Andrew has only used one of his.

Hiroshima have, to their credit, passed the stage so many aspiring rock musicians get stuck in - the stage of just hammering away at their instruments for hours on end without listening to each other. The band plays together, and has taught itself to do so without outside help.

With some tuition and help there's no reason why they shouldn't reach the stage that *Switzerland* is at now. *Switzerland*, another inexplicable geographical name, is a Blackpool band whose average age is 18. Only two are employed. Both have completed apprenticeships and could be earning a good living. Instead they prefer working on a more casual basis to allow more time for music. The other three have been offered TOPS, YOPS and some dead-end jobs but prefer to remain officially unemployed for the same reason. "The band is work," says one, "it's our own work scheme."

They rehearse in a freezing cold disused warehouse, setting up fast and energetically launching into their repertoire of 20 or so songs. The warehouse costs £5 an hour, so there's no time to waste. Musically, the band is more than competent, singing original material and trying hard to be different.

After the four-hour rehearsal session, the talk in the pub is of money and music. None of the band had much encouragement at school and none can remember a music lesson which had anything remotely to do with the sort of music they were interested in.

Switzerland is trying desperately to make it. They've even got a manager, Roy Rowlinson is 22, also unemployed and runs *Switzerland* from his tiny bedsit near Blackpool Tower. He proudly plays me their latest demo tape, which sounds polished and professional, and shows me the Musicians Union contracts the band has signed with him and a sheaf of record company rejections. The trouble is, of course, money. The band even makes a financial loss every time they perform because they have to hire a van. Rowlinson bemoans the lack of live music venues in Blackpool. The only showcase is a German-style *beer cellar* which is threatening to stop live music and go back to oompah music and strippers for the trippers. What the band needs is a place to book them regularly so they can play to live audiences and in so doing attract record company scouts.

Switzerland might be able to benefit from the Manpower Services Commission's Enterprise Allowance Scheme, which offers grants of £40 a week for a year in lieu of benefit to people who have a business idea and want backing. They could even approach a bank to allow them the £1,000 in the form of an overdraft which they would need to qualify for the grant; at least three rock bands are currently taking advantage of the scheme.

However, both the education and the youth service could do a lot more to support the efforts of bands like *Hiroshima* and *Switzerland*. As far as secondary schools are concerned, modern popular music figures in a fairly small way on the timetable. Music teachers and advisers are quick to point out that there's a lack of training for teachers in this area and often a lack of time available because of the constraints of examination syllabuses. Often in schools it is the non-music teachers who on an informal basis get involved with teaching guitar, bass or drums.

Of course, not all music teaching ignores the field of popular music, though the training of music teachers is generally formal, ignoring the informal, improvisational skills needed for rock music. When schools recruit music teachers, the ability to play the piano in assembly is often regarded as a more important asset than a breadth

of skills encompassing all types of music.

At the basement Youth Club in London's Covent Garden, music tutors Paul Crawford and Stewart Knight believe they have developed an effective "core curriculum" for teaching young rock players, which includes reading and improvisation skills.

The club, part of the Central London Youth Project, offers tuition in five instruments and singing. The emphasis on the teaching is on allowing youngsters to attain the musical goals they set themselves. The first thing Paul Crawford as a guitar tutor asks a student is "What do you want to sound like?" Then it's a question of getting towards the basics the finally working towards a style.

There's a great demand for the services of the club, the premises are soon to be expanded to include a studio for recording and some more

rehearsal rooms. "The reason we're growing," Paul Crawford explains, "is because we provide an enormously popular service - much more than we can cope with. Imagine what it would be like if there were only one football pitch in London."

However, Paul Crawford doesn't encourage the fantasies of stage-struck musicians. The club does provide a place where young bands can play, but he doesn't want youngsters to see it a first step to stardom. "It's doing it, playing together that's important. Instant success is a myth."

At a time when we're being told that unemployment and shorter working hours will mean more time for recreation, the making of popular music should be encouraged as a "legitimate" pursuit, as legitimate as, say, football or sculpture. It would be a pity if the images of pop music pumped out by television - the blurred sexuality and burgeoning wealth - were allowed to prevent this.

Musical youths

What it's like to have chart toppers in the third form

Michael Grant is the 14-year-old keyboard player in the young reggae band, *Musical Youth*, but he still attends Birmingham's Duddesdon Manor comprehensive. All of the band are under 17 and three are still at school, including Michael's 12-year-old brother Kelvin.

"They don't treat us any different," says Michael, talking about the way his classmates and teachers have reacted since *Pass the Dutchie* reached the top of the charts last year. "We're still just ordinary kids."

There have always been pop bands of one kind or another at the school but never a commercially successful one. Suddenly, headmaster Gordon Lawson found himself presiding over a "media school", with television crews and journalists from all over the world vying for interviews and photographs.

Initially he was worried about how the school would react, particularly when he detected a nervous reaction among pupils coming face to face with *Musical Youth* in full stage costume for the first time, as the *Blue Peter* crew filmed them in the school hall.

The staff at Duddesdon Manor, which is in the Nechells area of Birmingham, have observed some changes in the boys' behaviour, though. Warren Simpson, who teaches music at Duddesdon has noticed a "hyper-politeness" on their part to members of staff, almost as if they've been primed by their management to avoid trouble at any cost. It's a relief in a sense, he says, because they could easily have adopted the "I've just been round the world and I'm on TV tonight - what are you doing?" attitude to teachers.

Some of the changes the staff have become aware of have been decidedly positive. Dennis, the group's singer, used to be a "pain in the neck", according to many of the staff, but when he joined the band his behaviour changed overnight. And even though he has officially left school, he still returns most weekday evenings to help coach the football team.

The teachers emphasize that the school has made little financial gain out of the band's success but it has enjoyed improved relations with the community. *Musical Youth* has done local charity gigs and even visited aspiring rock musicians in other schools to pass on technical advice.

Warren Simpson was particularly impressed with the seriousness of the band's approach to these "seriousness" style sessions: "I was worried that the band might just show off about how good they were on their instruments, but they were really helpful."

Like all schools, Duddesdon receives its fair share of complaints from local people about litter and rowdy bus stop behaviour. When *Pass the Dutchie* reached number one in the hit parade, elderly locals actually approached the school to say how pleased they were to have the Nechells area "put on the map" with some positive news.

The band has also encouraged a new interest in Caribbean music, although its style is more commercial and "poppy" than authentic reggae. Warren Simpson thought he was going to be besieged by pupils seeking advice about how to set up a successful rock band and was relieved to find that after an initial rash of requests, mostly from children who had no musical skills, the whole thing died away.

Returning to school after a tour of the United States, Thailand, Japan and the West Indies, the schoolboy pop stars found themselves behind with their studies, despite the constant professional tutoring that the law demands for school-age performers. Even for CSE music, Michael needs to do some catching up. Having met Stevie Wonder (who started his career in music at the age of 11) and recorded with soul star Donna Summer, school work must be an anti-climax. There's the added pressure also of rehearsing three nights a week with the band.

Michael seeks to cope with the whole business quite maturely. As he flicked through the fan mail that had arrived at the school that week, some of it simply addressed "Musical Youth, Duddesdon Manor School", he said: "Generally it's me and Junior who give interviews. The other three hate talking to the press. I don't mind it, but I hate it when they ask me questions about my personal life."

Bands of HOPE

Faced with unemployment, growing numbers of young people are turning to music making but schools do little to encourage them Nick Baker finds.



Musical Youth

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BRENT

LONDON BOROUGH OF BRENT
WILSON WAY LONDON
TELEPHON 0203 244 1111
100 Willesden Lane, NW6

HEATHFIELD INFANTS' SCHOOL

Required for September 1984. Fully qualified and experienced NURSERY TEACHER to be in charge of a well established NURSERY. Scale 1 post available for suitable applicant. Application forms (see) obtainable from the Head Teacher returnable within 14 days. London Allowance of £587 per annum is payable. Teachers in consideration must be committed to Multi-Cultural Education. (60785) 100026

BRENT

LONDON BOROUGH OF BRENT
SPLEY JUNIOR MIXED AND INFANT SCHOOL
TOLKENTON AVENUE, Wembley, W9 6SR

Required from Summer Term 1984. Fully qualified and experienced NURSERY TEACHER (Scale 1). Visits welcome. London Allowance of £587 per annum is payable. Teachers in consideration must be committed to Multi-Cultural Education. (60785) 100026

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Primary School Education

Headships

BARNET

LONDON BOROUGH OF BARNET
REQUIRED JANUARY.
ST. PAUL'S C.E. J.M.I. & R.C. PRIMARY SCHOOL, 111, The Avenue, Friar Barnet, N4 3JL

DEPUTY HEADSHIP. The school is housed in new buildings and has a strong church link. Practising communicant. A full range of facilities with wide experience of modern primary education. In approved cases assistance may be given towards the payment of removal, passage and separation allowances. Application forms and further details (see) obtainable from the Director of Education, Barnet, 111, The Avenue, Friar Barnet, N4 3JL. To be returned to the Clerk to the Governors, The Rev. C. D. Lane, 111, The Avenue, Friar Barnet, N4 3JL. (60785) 100026

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HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the headships of the following schools:
EASTGATE C OF E CONTROLLED PRIMARY SCHOOL, Bury St Edmunds
Group 1 Ages 6-9 Number on Roll 38
(No advertisement)

The school serves a mixed residential area on the north-eastern side of the historic town of Bury St Edmunds. Previous applicants need not re-apply as their applications will be reconsidered.

The appointment will date from the beginning of the Autumn Term 1984.

PAKENHAM C OF E CONTROLLED PRIMARY SCHOOL, Bury St Edmunds
Group 1 Ages 6-9 Number on Roll 40
The school is a modern 3 class primary school situated in a pleasant village approximately 5 miles from the historic town of Bury St Edmunds.

The appointment will date from the beginning of the Autumn Term 1984.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1L (BAE please) and completed forms should be returned by 30th March, 1984.

Suffolk County Council



Heads of Department

Heads of Department

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road,
Farnborough, Hampshire
(Comprehensives) Mixed 11
16 N.O.R. 917
Required for September 1
918. Closing date 20th M
1984.
Letter of application n
nating two references to
Teacher with s.a.s. for
tails. (60267) 134

HERTFORDSHIRE
QUEENSWOOD SCHOOL

partment.
See insertion under I
pendent Schools. (57359) 135

SCHOOL
MIDDLE SCHOOL,

teacher of girls' PHYSICAL
Scale 1, to teach throughout

4, MUSIC CO-ORDINATOR,
is responsible for the subject
school.
7th March 1984.

ANNEXE
ET, BRIDGWATER
84, TEACHER, Scale 2(S), for
ay provision for 18 disruptive

March 1984.

C FIRST DGE

March 1984. Qualified teacher of IMPAIRED, in established n. Special schools allowance, n experienced teacher.

March 1984.

**CEVA PRIMARY
WATER**
ber 1984, DEPUTY HEAD for
village school. Some infant
ferred. Candidates should be fr
alms of the Church of England.
n March 1984.

OR TEACHER required to take the development of Music (ol. Scale 2.
Invited from teachers who are members of the Church of England primary class teaching experience
age range. Please state strengths and interests.
March 1984.

DUDGE CEVC PRIMARY WATER
 ber 1984, INFANT TEACHER,
 a two teacher village school.
 cher sought to work with a
 class. Some teaching experience
 over an advantage.

A FIRST IDGE

CEVA INFANTS
JURY
September 1984. Experienced
ASS Teacher, Scale 1.
Assignment for one year, possibility
permanent.
in March 1984 (3310)

Further details and application forms may be obtained from the Secretary. Applications should be returned to the Headmaster by Friday 6th April 1984.

ber 1964, TEACHER, Scale 1, trained. Applications from

CEVA INFANTS
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permanent.
in March 1984 (3310)

INDEPENDENT OTHER THAN BY SUBJECTS

SOMERSET

WEIRFIELD SCHOOL
Bridgwater, Somerset
For September 1984. An enthusiastic, well-qualified teacher, preferably with experience in some French teaching in the lower secondary range. Computer skills would be a useful asset. Salary in line with the independent sector. Applications with curriculum vitae and names of two referees to the Headmaster, Weirfield School, Weirfield, Bridgwater, Somerset, TA6 1JH. (0545) 255444

YORKSHIRE

SCOTTS GRAMMAR SCHOOL
Horsforth, Leeds
For September 1984. A well-qualified teacher to teach Junior Subjects and to be responsible for the day and boarding duties of the school. The successful candidate will be expected to take a full part in the extra-curricular activities and help with summer coaching is very desirable. Applications with curriculum vitae and names of two referees to the Headmaster, Scotts Grammar School, Horsforth, Leeds, LS18 2JH. (0532) 255444

Other Assistants

Preparatory Schools

By Subject Classification

Classics

Other Assistants

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WEST SUSSEX

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Horsforth, Leeds
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Other Assistants

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ADULT EDUCATION

continued

LONDON

Inner London Education Authority
CHRISTIAN ASSOCIATION
 An experienced Senior Youth Worker is required to develop and lead a team of multi-ethnic voluntary workers and lead a team of an assistant full-time worker and a part-time worker. In addition to their various evening programmes, V.P.C.A. working within a Catholic Parish, offers day time provision for work with the unemployed, schemes for the integration of handicapped children, a girls' night, and other projects.
 JNC Salary and conditions. Qualified and experienced. Enquiries to: JNC, 170, Finchley Road, London, NW2 6BT. Tel: 0206 2511. A full-time worker is also to be appointed an additional allowance of £750 will also be paid. The successful candidate may be given towards household removal expenses. Details and forms returnable by 30 March 1984 from: JNC, 170, Finchley Road, London, NW2 6BT. Tel: 0206 2511. Enquiries to: JNC, 170, Finchley Road, London, NW2 6BT. Tel: 0206 2511. Enquiries to: JNC, 170, Finchley Road, London, NW2 6BT. Tel: 0206 2511.

Youth and Community Service

BUCKINGHAMSHIRE

COUNTY COUNCIL
YOUTH WORKER
 The County Council is seeking a Youth Worker to work in the town of Milton Keynes. The successful candidate will be responsible for the provision of youth services, including the running of a youth club, and will be required to work with a team of other youth workers. The successful candidate will be required to have a minimum of three years' experience in youth work and to be a member of the National Youth Workers' Association. Applications should be sent to the County Council, Milton Keynes, MK1 1JF. Tel: 0494 343434. Closing date: 30 March 1984.

ilean Inner London Education Authority

CITY LITERARY INSTITUTE
Stukeley Street, Drury Lane, WC2 6LJ
PRINCIPAL

Required from September 1984. This diverse and unique institute offers a wide and varied programme of day and evening courses in the arts, music, languages and humanities. The Institute at present supports and accommodates the Authority's Adult Education Training Unit. It also has a major commitment to the education of the hearing impaired, speech handicapped and mentally handicapped in the post school sector.
 Apart from the necessary teaching and organising experience applicants must have the ability to lead a large team of 50 full-time staff and some 300 part-time tutors and have a wide knowledge of adult education.

HACKNEY ADULT EDUCATION INSTITUTE
Chelmer Road, E9 8BZ
PRINCIPAL

Required from September 1984.
 Hackney is one of London's most deprived inner city boroughs with a high level of unemployment and a range of social needs to which the Institute is expected to offer an educational response through a large number of courses and workshops. The Principal will need to be a person of experience, broad knowledge and determination capable of leading a staff of full-time and part-time lecturers in meeting the demands of this multi-racial borough.

TOWER HAMLETS
ADULT EDUCATION INSTITUTE
Smithy Street, E1 3BW
VICE-PRINCIPAL

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 IEA is an equal opportunities employer.

CALDERDALE
METROPOLITAN BOROUGH
YOUTH SERVICE
 Applications are invited for the post of Senior Youth Worker. The successful candidate will be responsible for the provision of youth services, including the running of a youth club, and will be required to work with a team of other youth workers. The successful candidate will be required to have a minimum of three years' experience in youth work and to be a member of the National Youth Workers' Association. Applications should be sent to the Calderdale Metropolitan Borough, Calder, West Yorkshire. Tel: 01924 440000. Closing date: 30 March 1984.

DORSET
COUNTY YOUTH SERVICE
APPOINTMENT OF FULL-TIME YOUTH WORKER
 Applications are invited for the post of Full-time Youth Worker. The successful candidate will be responsible for the provision of youth services, including the running of a youth club, and will be required to work with a team of other youth workers. The successful candidate will be required to have a minimum of three years' experience in youth work and to be a member of the National Youth Workers' Association. Applications should be sent to the Dorset County Youth Service, Dorchester, Dorset. Tel: 01306 2511. Closing date: 30 March 1984.

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EDUCATION DEPARTMENT
RE-ADVERTISEMENT
NORTH MERES
YOUTH SERVICE
 Required as soon as possible.
 AREA YOUTH WORKER.
 5. JNC Range 3 - Points 1 - 5.
 Closing date: 30th March 1984. (440000)

DURHAM
COUNTY COUNCIL
PETERLEE COMMUNITY
YOUTH AND COMMUNITY
WORKER
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ilean Inner London Education Authority

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 IEA is an equal opportunities employer.

ESSEX
ASSOCIATION OF BOYS'
CLUBS
ORGANISING SECRETARY
 Applications are invited for the post of Organising Secretary. The successful candidate will be responsible for the provision of youth services, including the running of a youth club, and will be required to work with a team of other youth workers. The successful candidate will be required to have a minimum of three years' experience in youth work and to be a member of the National Youth Workers' Association. Applications should be sent to the Essex Association of Boys' Clubs, Essex. Tel: 0206 2511. Closing date: 30 March 1984.

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EDUCATION DEPARTMENT
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DURHAM
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YOUTH AND COMMUNITY
WORKER
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ilean Inner London Education Authority

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MANCHESTER
GREATER MANCHESTER
YOUTH ASSOCIATION
THE ST. THOMAS
CENTRE
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AN EQUAL OPPORTUNITIES EDUCATION DEPARTMENT
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ilean Inner London Education Authority

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LONDON
Inner London Education
Authority
ARAB AIDONS YOUTH
CENTRE
SENIOR LECTURER - HEAD
OF CENTRE
 Applications are invited for the post of Senior Lecturer - Head of Centre. The successful candidate will be responsible for the provision of youth services, including the running of a youth club, and will be required to work with a team of other youth workers. The successful candidate will be required to have a minimum of three years' experience in youth work and to be a member of the National Youth Workers' Association. Applications should be sent to the Inner London Education Authority, London. Tel: 0206 2511. Closing date: 30 March 1984.

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OVERSEAS CONT

CAYMAN ISLANDS
GOVERNMENT
DEPARTMENT OF
EDUCATION

Applications are invited from qualified teachers of proven ability with appropriate qualifications for the following posts, to be filled in September 1984.

For posts in Secondary Schools graduates with postgraduate qualifications will normally be required, but teachers holding a BEd degree with specialisation in appropriate field will be considered.
 A minimum of five years successful experience will be required for graded posts. Entry points to scales will be determined by qualifications and experience up to a maximum of ten years.

VACANCIES TO BE FILLED

Headteachers

- West End Primary School on Island of Cayman Brac, Roll 80; Age range 4-11; Teaching staff: C1817, 208-C1824, 338.
- George Town Primary School, Roll 390; Age range 4-11; Teaching staff: C1810, 872-C1826, 832.
- Cayman Islands High School (Comprehensive Secondary, CSE, O and A Level, RBA; Open Staff Form) Roll 850; Age range 13-18; Multinational teaching staff 70; C1825, 788-C1831, 116.
- Two posts of Curriculum Development Officer specialised in (a) Special Education and (b) Science and Mathematics. These teachers will be peripatetic, based at Education Department HQ, C1817, 208-C1824, 338.
- One post of Teacher in charge of Deal Unit attached to large Primary School, C1815, 324-C1822, 320.

- Graded Posts in Cayman Islands Middle School
- Three posts of Head of Department specialised in (a) Social Studies; (b) English; (c) Music. C1817, 208-C1824, 338.
- One post of Teacher in charge Home Economics/Special Education (Humanities) requiring part-time teaching in Home Economics (humanities) and needlework and part-time in Special Education (Humanities). C1815, 324-C1822, 320. Roll 800; Age range 10-13.
- Graded Posts in Secondary Schools
- One post of Teacher in charge Science (Chemistry, Physics and Biology) at Cayman Brac High School, Roll 180; Age range 12-16; C1815, 324-C1822, 320.
- Two Grade One posts in Cayman Islands High School, (a) Physical Education with Drama or English as second subject; (b) Physics, with ability to teach General Science to lower ability classes. C1813, 884-C1821, 880.

All posts other than those specified for Cayman Brac are for Island of Grand Cayman.
 Appointment for two years in first instance, but may be extended by mutual agreement.
 Application forms and further particulars of posts and conditions of service, including housing, medical benefits, passages, leave and baggage entitlements are available on request from:
 The Cayman Islands Government Representative
 170 Curzon Street
 London W1P 7FE
 Tel: 01-405 2482

Applications should be completed and returned by 30th March 1984. Interviews will be held in London for those shortlisted on a date to be notified. All expenses incurred in travelling to and from interview will be borne by the candidate. (2831)

THE EUROPEAN
SCHOOLS

The schools cater primarily for children of officials employed in institutions of the European Communities. They are day schools, age range 4-18, with nursery, primary and secondary departments organised in up to seven linguistic sections. Pupils are taught partly in their own language and partly in the language of other EEC countries.
 The Department of Education and Science, Welsh Office and Department of Education for Northern Ireland jointly invite applications from experienced, qualified teachers (Honours graduates or equivalent) for the following post which is expected to arise in SEPTEMBER 1984:
 Teacher of English as a Foreign Language (EFL) throughout the Secondary School.
 Basic monthly salary scale is in the range 84,205-143,638 Belgian francs. In addition generous cost of living, residence and, where appropriate, head of household and children's allowances are payable. During service in the European schools, teacher's national, incremental and superannuation rights are preserved.
 Applicants should normally be between the ages of 25 and 61 and successful candidates will be appointed from 1 September 1984. A good working knowledge of at least one Community Language in addition to English is essential; the standard of language fluency will be tested at interview.
 For application forms and further details, apply by TELEPHONE or POSTCARD ONLY to the following address:
 Room 221, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH (telephone: 01-928 8222, ext 2088).
 CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS 4TH APRIL 1984.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITYPrimary Teacher Vacancies
September 1984

Applications are invited for the posts below at the Infant and Junior levels which require to be filled in September 1984. Applicants must fulfil the following conditions:

- They must be resident in the UK.
- They must have completed probation.
- They must have at least 2 years appropriate recent experience in UK School(s).
- They must be under 47 years of age.

P1 Montgomery School, Hohna (GP 5)

Scale 2 Junior Teacher Art/Craft/Display

The successful candidate will be an experienced Junior class teacher able to take responsibility for Art, Craft and Display throughout the School.

P2 Haig School, Gutersloh (GP 6)

Scale 2 Teacher of Physical Education, Movement and Dance

The post calls for an experienced teacher with a commitment to all aspects of physical education including movement and dance. The successful candidate will work initially in a Junior Department of nine classes and assume responsibility for first year Juniors.

P13 St George's School, Gibraltar (GP 6)

Teacher for Top Juniors (Scale 1 or 2)

Applicants should be middle school trained. They should have a strong interest in and experience of the development of the different aspects of language throughout the school. An ability to teach French to 12 year olds would be an advantage.

P14 Primary Teacher (Scale 1 or 2)

Applicants should have a very strong interest in and experience of the teaching of oral and written language. They should be capable of leading and co-ordinating the development of this area of the curriculum. The teacher recruited should also be familiar with children's literature.

P15 St Michael's Primary School, Nicosia (Cyprus)

Infant Teacher (Scale 2) and Junior Teacher (Scale 1)

Experienced applicants are invited to apply for the above posts at St Michael's School, which will begin a phased re-opening as from September 1984 and will eventually have a Group 2 primary school with 4 staff and about 70 pupils. Staff will be required to complete detailed administrative and educational preparations during the Autumn term, and prepared to receive a few children before formal opening in January. Applicants should have experience of infant schools and be able to teach a wide range of subject matter. A willingness to involve themselves in the affairs of a small community would be a great advantage. A knowledge of Cyprus would be helpful.

DUBAI THE RASHID SCHOOL

Professional, Advisory and Consultative Educational Services have been instructed to recruit Female British trained graduates for this developing school for September 1984.

Applicants are therefore invited for the following posts:

COMPUTER STUDIES
MATHEMATICS
GEOGRAPHY
MUSIC (WOODWIND INSTRUMENTALIST)
JUNIOR SCIENCE (PHYSICS/CHEMISTRY)
HISTORY
HOME ECONOMICS
ART

The school will have approximately 100 girls on roll in September and the successful candidates will preferably be aged 23-35 yrs. Housed in purpose built accommodation in the outskirts of Dubai, the Rashid School has every modern facility including a computer room, practical laboratories etc.

Commencing salary in the region of £12,000 p.a. tax free with high grade free accommodation and one return air fare each year. 1 year contract in the first instance.

Application forms and further details from Dept P, P.A.C.E.S. 5b Eccleston Gardens, St Helens WA10 3BN, on receipt of a foolscap stamped addressed envelope. Interviews will be held in London in April and whilst the posts are intended for single status teachers consideration will be given to expatriate wives already living in Dubai.

Closing date 2nd April 1984.

P.A.C.E.S. Registered Teachers considered automatically.

OVERSEAS CONT

Teaching in the Third World is an education in itself.

Education is a high priority in developing countries. Experienced teachers, with an interest in language development and an ESL/EFL/modern languages/primary teaching qualification are needed to work alongside British Council KET's in an in-service primary teacher-training project in Sierra Leone. Teachers of English Language, Maths and Science, Commerce and Home Economics, and specialist teachers of the handicapped are also needed to work in secondary schools, pre-service or in-service teacher-training or higher education in countries such as Tanzania, Kenya, Papua New Guinea and Indonesia.

As a VSO volunteer you can make a genuinely worthwhile contribution to a developing country's education system.

The work is challenging and you won't necessarily see immediate rewards for your effort, but you will have the satisfaction of knowing you've played some part in helping a country's development.

Candidates should be mature in attitude, aged between 20 and 65, without dependants and willing to spend two years overseas on a small allowance based on local rates of pay.

For full information, complete the coupon below. And find out how you can help others to help themselves.

I am interested in volunteering. Please send me details.

My qualifications/experience are:

Name _____

Address _____

TERMS _____

To: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (SAE appreciated) Only No 31/57

VSO is working overseas

GULF AND WESTERN AMERICAS CORP. Dominican Republic

The Gulf and Western Foundation in the Dominican Republic operates the Abraham Lincoln School and invites applications from suitably experienced teachers for the following positions which will be available in September 1984.

PRIMARY-INFANT SCHOOL (6-11 years)

- 1 Teacher for 6-7 year olds
- 1 Teacher for 7-8 year olds
- 1 Teacher for 8-9 year olds

Reference Code P1
Reference Code P2
Reference Code P3

SECONDARY SCHOOL (6-18 years)

ENGLISH. To teach English at all levels of the Senior School. The selected candidate would have responsibility for the English curriculum within the school. Reference Code E.1.

ENGLISH. To teach English in the lower part of the Senior School. Reference Code E.2.

HISTORY. To teach History and some Economics. This could be a post of responsibility for a suitable candidate. Reference Code H.1. For any of the posts on the Senior School an interest in careers guidance would be an advantage.

The contracts are initially for two years with return flights paid. A competitive salary is offered and free furnished accommodation is provided. Many sporting and leisure facilities are available to Gulf and Western employees, as well as a comprehensive medical scheme. The Dominican Republic has a low rate of taxation.

These positions are open to single or married teachers. Married couples who both teach are preferred but this is not essential. Please apply with letter of application, full CV, and recent photograph. Include the names and addresses and telephone numbers of two referees. A telephone number where you can be reached at work and or home during 2-6 April is essential.

Candidates selected for interview will be contacted by telephone and interviews will be held in London during 9th-13th April.

Applications to be sent to: Mr D. J. Tully, Headmaster, c/o 29 Linkside Drive, Pennard, Swansea, West Glamorgan.

Closing date for applications 30th March, 1984. Indicate Reference Code on outside of envelope.

VIENNA INTERNATIONAL SCHOOL

The school moves in September 1984 to its new campus. Established in 1978, it has an enrolment of 1100 (Kindergarten to age 19) and serves principally the United Nations, Diplomatic and International Business communities in Vienna.

Instruction is in English, and courses lead to International Baccalaureate exams. The School is sponsored by the Government of Austria and the City of Vienna.

Well-qualified candidates with several years of successful experience are needed for September 1984.

SECONDARY SCHOOL (500 pupils)

1. Head of Tutorial House - Scale 4 pastoral post for the four most senior years teaching 10-15 lessons per week; responsible for pupils' courses and daily running of the major section of the school. Could be combined with other posts, especially nos. 2, 3, 4.
2. English - share all levels.
3. Geography - especially Human Geography to I.B., with a second subject.
4. General Studies with senior classes - with a second subject (could be with post 1, 2 or 3).
5. Mathematics - share all levels, computer experience (Basic and possibly Pascal) and asset.
6. English as a Second Language - suitable qualifications and experience for curriculum development needed.
7. French - native speaker: A/V methods in use.
8. German - native speaker: A/V for French.
9. Home Economics - to introduce Food and Fabrics.
10. Science with Physics bias.
11. Physical Education - boys.

For further details, please write to: Kamijoki Oy, Box 801, Rindani, Finland. (44785) 40000

FINLAND

Language schools in Tampere and Lahti seek experienced teachers. One year's teaching experience in English, P.E.F.L. preferred. Start 3rd September 1984, return journey paid. Information and applications: IWC, Helsinki, Finland. Tel: 358-931 13518. (64973) 40000

PRIMARY SCHOOL

1. Teacher of Juniors (pupils aged 6-12) - general subjects class teacher, though some special interests will be given consideration. Teacher of Infants (pupils aged 5-7)
2. Teacher, Pre-School - A Nursery or Infant teaching qualification is required, and NNEB qualifications (or national equivalent) will also be of interest.
3. Teacher: Remedial and Special Educational Needs - this post requires a person of experience, prepared to share responsibility. Please send C.V., and two referees, to obtain further details, within two weeks, to:

Maurice Pezet - Director
Vienna International School
Peter Jordan, Bessie 70
A-1190 Vienna, Austria
Tel: (010) 43 222 37 41 96 or 37 45 87. (6322) 40000

Campion School Athens

The Campion Group of schools comprises four separate co-educational international schools in different parts of Athens with a total enrolment of 900 pupils between the ages of 3 and 18. There are over 100 academic staff, the majority trained in the United Kingdom. The school is in membership of GEA and the Headmaster is an overseas member of HMC. Applications are invited for the following posts for September 1984:

GRADUATE MATHEMATICS TEACHER

Based on the Senior School (11-18), with a considerable amount of A level teaching. For the Mathematics and Chemistry posts, an interest in computers (Apple and Radio Shack) would be useful and, for all three posts, enthusiasm for out-of-school activities is important.

GRADUATE CHEMISTRY TEACHER

Based on the Senior School (11-18). Dance is taught as a CSE subject and a full-length musical is produced each year. For the PE post, coaching ability in volleyball, basketball and (particularly) gymnastics is looked for.

DANCE TEACHER

Based mainly on the Senior School (11-18). Dance is taught as a CSE subject and a full-length musical is produced each year. For the PE post, coaching ability in volleyball, basketball and (particularly) gymnastics is looked for.

GIRLS' PE TEACHER

Based mainly on the Senior School (11-18). Dance is taught as a CSE subject and a full-length musical is produced each year. For the PE post, coaching ability in volleyball, basketball and (particularly) gymnastics is looked for.

THREE JUNIOR SCHOOL TEACHERS

Class teachers with the following specialities: boys' PE, Mathematics and Science, EFL and remedial English, Infant PE, would be particularly useful.

All posts would be on renewable three-year contracts. Candidates with two or three years experience in the United Kingdom are preferred. Applications (including term-time and holiday telephone numbers) together with the names, addresses and telephone numbers of two referees should be sent to: The Headmaster, Campion School, 151 (Oxon), PO Box 65008, 154 10 Psychology, Greece (Tel: 010301-8135471) by express mail or (for late applications) to Garden House, Chester Place, Norwich NR2 3DG. Interviews will be held in London or Norwich in the week beginning 5th April. (6448) 40000

KUWAIT

Established 1979. This developing school of 4 departments: Kindergarten, Junior School (to 11), Senior School (to 12) will increase pupil numbers upon transferring to a new site in September 1984. Applications are invited for the following positions:

DEPT: KIDNEY
TEACHER: (400 pupils)

DEPT: JUNIOR
TEACHER: (250 pupils)

DEPT: SENIOR
TEACHER: (250 pupils)

DEPT: HEAD
TEACHER: (400 pupils)

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TEACHER: (250 pupils)

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TEACHER: (400 pupils)

DEPT: SENIOR
TEACHER: (250 pupils)

DEPT: HEAD
TEACHER: (400 pupils)

OVERSEAS

EUROPE

The linguistic organisation expects to recruit 20 English teachers to fill vacancies to arise throughout the year. The organisation is looking for teachers who would like to know more about opportunities within the linguistic field. For further details please write to: the linguistic Teacher Service, 10, Rindani, Finland. Tel: 358-931 13518. (64973) 40000

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Language schools in Tampere and Lahti seek experienced teachers. One year's teaching experience in English, P.E.F.L. preferred. Start 3rd September 1984, return journey paid. Information and applications: IWC, Helsinki, Finland. Tel: 358-931 13518. (64973) 40000

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SPAIN

INTERNATIONAL COLLEGE SPAIN Calle Vergara Norte, 3 La Moraleja, Madrid

The College is a boarding and day school offering elementary and secondary education to boys and girls in the age range 4-18. The medium of instruction is English. Courses lead to the International Baccalaureate.

The College plans to make appointments to staff from September 1984.

1. Deputy Director of Elementary School.

2. Boys' Boarding Supervisor.

3. English Teacher with E.F.L. qualifications and experience.

4. Economics Teacher.

5. Elementary Teacher (Junior Grades).

6. Physical Education Teacher.

Letters of application, together with curriculum vitae and three recent confidential references, should be sent to: The Director, International College Spain, Calle Vergara Norte, 3 La Moraleja, Madrid. No later than Friday, 30th March 1984.

Further details of the College and posts will be sent on request. Please write to: The College, Calle Vergara Norte, 3 La Moraleja, Madrid. (64340) 40000

ITALY

ENGLISH Teachers required at ENGLISH CENTRE, Via Cavour 10 (South of Italy) - Good salary, free accommodation, excellent conditions.

For further details, please write to: ENGLISH CENTRE, Via Cavour 10, 50138 Firenze, Italy. Tel: 055 210581 (64868) 40000

KENYA

PEMBROKE HOUSE SCHOOL

Required in September 1984, at leading Prep school, to teach:

Mathematics Teacher.

Applications with CV and recent photograph should be addressed (and sent by air mail) to: The Headmaster, Pembroke House, P.O. Box 51, Gigiri, Kenya. (44551) 40000

KUWAIT

Established 1979. This developing school of 4 departments: Kindergarten, Junior School (to 11), Senior School (to 12) will increase pupil numbers upon transferring to a new site in September 1984. Applications are invited for the following positions:

DEPT: KIDNEY
TEACHER: (400 pupils)

DEPT: JUNIOR
TEACHER: (250 pupils)

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LAE INTERNATIONAL HIGH SCHOOL PAPUA NEW GUINEA

Lae International High School is a co-educational International High School with 370 students from more than 20 nationalities. The school follows the NSW curriculum in years 7 to 12. There are 84 students studying for the NSW Higher School Certificate. Teaching, discipline and student care are of a high standard. Vacancies exist for the following staff to start as soon as possible:

HEAD OF MATHEMATICS

TEACHER OF MATHEMATICS/COMPUTER STUDIES

TEACHER OF GENERAL SUBJECTS

For all posts, ability to coach sport is desirable. Only teachers willing to give their time outside the curriculum need apply.

Degree or equivalent essential. 5 years' successful teaching experience required for Head of Department posts. 3 years' for others. Married couples able to teach combinations of the above favoured.

International education agency of PNG terms and conditions including good salary, low tax gratuity, subsidised housing, leave fares, education and settling-in allowances, 3 year renewable contract.

Send C.V. and references to: Chairman of Appointments Committee, LAE International High School, P.O. Box 2130, LAE, Papua New Guinea.

Applications close Friday, March 30th, 1984.

Posts overseas

Saudi Arabia

4 Married Teaching Couples

1 Librarian/Teacher

1 Computer Studies Specialist

Saudi Arabian International School

(British Section) Riyadh

A co-educational day school with approximately 1,000 pupils who are mostly British and all English-speaking aged 4-13 years. The School is housed in spacious premises.

Duties: Married teaching couples to teach general subjects at Infant/Junior levels and upper Juniors, and 3 of the teachers to specialise in history, science or art to 7-13 year olds. Librarian/Teacher to provide a full library and resource service and to teach some library skills to 7-13 year olds. Computer studies specialist to set up a new department aimed at introducing pupils (6-13 years) to the skills of computer operation and programming and to advise teachers on how computers may be used to assist in teaching their subjects.

Qualifications: Candidates should have a Teacher's Certificate, BEd or PGCE and at least 3 years' teaching experience. Preferred age range 20 to 50. Candidates for teaching couples' posts must be married without children. Librarian/Teacher must be a Chartered Librarian with extensive experience of library work in schools. Computer studies specialist should hold a qualification in Computer Studies following a long course of study.

Salaries: SR4,200-SR75,600 (£8,000-£14,000 approx. at £1 = SR5.4) tax free, dependent on qualifications and experience.

Benefits: Free furnished accommodation, 2 months annual leave paid leave, car purchasing loan, baggage allowance, terminal gratuity, subscription to medical/dental clinic.

